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ABSTRACT

Intended to disseminate information about products and processes which have an impact on student needs, the handbook is a compilation of 40 selected research and exemplary projects conducted in Oregon during fiscal years 1970 through 1975. Each practice was selected according to the following criteria: (1) It addresses a significant problem in career education; (2) it is effective in its environment; and (3) it is transportable. The practices are grouped in four sections: career awareness, career exploration, career preparation, and career specialization. For each practice, the information presented includes: a brief project description, materials developed, project background, groups involved, purpose, emphasis, group size, environment, resources (staff and materials), evaluation, and contact person(s). A cross reference title index is provided at the end of each section for practices encompassing more than one main area. A glossary and subject index are included. (Author/RG)

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PROMISING PRACTICES IN OREGON

CAREER AND VOCATIONAL EDUCATION

Created in Oregon under the
Auspices of Parts C and D of P.L. 90-576

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VT-103-248

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Department of Education
State of Oregon

April 1976
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CE 008 916

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1976

PREFACE

Vocational research and exemplary projects, funded under Parts C and D of Public Law 90-576 under the auspices of the Oregon State Department of Education, have stimulated the improvement of career and vocational education in Oregon. These projects have produced significant benefits to the schools, colleges, and agencies conducting them. Unfortunately, however, information about successful projects or project products had not been widely disseminated to other potential users. Furthermore, exemplary practices which have resulted in improved programs and/or program elements had not been fully reviewed.

Although the need for improved dissemination had been recognized for some time, no concerted and systematic effort to review and assess funded vocational research and exemplary projects so that products and processes which are making any impact on student needs could be clearly identified.

Arrangements were made with the Vocational-Technical Education Unit of Oregon State University to assist in resolving these problems. A model for reviewing vocational research and exemplary projects for the purpose of identifying and disseminating information about Promising Practices has resulted from this effort. This Handbook is an outcome of the project.

Monty Multanen, Director
Career and Vocational Education Section
Oregon State Department of Education

ACKNOWLEDGMENTS

This document is the result of the generous and professional efforts of many persons. The contributions of numerous agencies which creatively developed Promising Practices are gratefully acknowledged. Without them, this Handbook would not be a reality.

A steering committee guided and validated the work accomplished during this project. The members of the committee were:

Mr. Nat Etzel, Career Education Coordinator
Jackson County Intermediate Education District

Mr. Don Gilles, Coordinator
Program Development and Evaluation
State Department of Education

Mrs. Evelyn Gunter, Dissemination Specialist
State Department of Education

Mr. Rod Juranek, Career Education Coordinator
West Linn High School

Mr. Earl McCollum, Associate Dean of Instruction
Treasure Valley Community College

Mrs. Judy Small, Elementary Instructor
Eugene Public Schools

Mr. Marv Rasmussen, Director of Instructional Support Career Education
Portland Public Schools

Mr. Eugene Vinarskai, Coordinator of Applied Career Research
State Department of Education

The staff and students of the Vocational-Technical Education Unit, Oregon State University, who participated in this project were: Ginger Arnold, Wayne Courtney, Joel Galloway, Priscilla Hardin, Ann Keast, Bill Perry, and Sharon Wallace.

Special recognition goes to three dedicated persons who facilitated the efficient fruition of our efforts. They are: Dayna Mayhurst, State Department of Education; Wanda Cox and Jacque Hamilton, Oregon State University.

Larry J. Kenneke, Project Director
Warren N. Suzuki, Project Co-Director
Jeane L. Dille, Project Co-Director
John L. Pence, Graduate Research Assistant

INTRODUCTION

Organization of Handbook

Promising Practices reported herein, selected from an initial list of 72 projects, are grouped under the following section headings:

Career Awareness
Career Exploration
Career Preparation
Career Specialization

A Promising Practice will be described in the first section appropriate for it. It will then be cross-referenced at the end of each subsequent section that is relevant to it. For example, a Practice that concerns both career awareness and career exploration in the middle school will appear in the career awareness section. At the end of the career exploration section, reference will be made to the location of the Practice in the awareness section. In the index, the Practice will be identified under career awareness, exploration, and the middle school.

How Were Practices Selected?

Information needed for selecting Practices was gathered from existing documentation as well as through on-site interviews. Criteria, instruments, and procedures used by the project staff were validated by the steering committee. Each Practice was subjected to the following general criteria:

1. The Practice addresses a significant problem in career education.

2. The Practice is effective in its environment.

3. The Practice is transportable (i.e., it can be adapted and communicated).

Your Adoption of a Promising Practice

Although a Promising Practice is effective in the agency in which it was developed and would most likely be transportable to other agencies, it is strongly suggested that the Practice be rigorously scrutinized for use in your agency. Such scrutiny should assure you of its potential effectiveness in your environment. This becomes more critical if the Promising Practice is adapted for your setting.

Acquiring Information about Promising Practices

The individual whom you should contact to acquire further information on a Promising Practice is noted in its description. Some agencies and organizations which developed Promising Practices have materials available for distribution; others do not. In most cases, the description of a Promising Practice states whether or not materials are available from the agency or organization which developed the Practice.

However, the individual listed as contact for further information may not be the same one you would contact for materials. Please check the instructions for securing materials carefully before making the contact. Where no directions for acquisition are shown, materials are not available for general distribution.

If materials are not available from the developing agency or organization, then check in the Oregon Department of Education's Resource Center Catalog and its update. Your district resource center may have a copy of the Catalog. If not available, contact your Regional Coordinator of Career Education. If all of the above means are unfruitful, then contact:

RESOURCE CENTER
Oregon Department of Education
942 Lancaster Drive, NE
Salem, Oregon 97310

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SECTION A
CAREER AWARENESS

PROMISING PRACTICE: Writing World of Work Activities
To Use in World of Work Curriculum

Bethel School District

GROUPS INVOLVED:
- Students, grades 1-6
- Teachers
- Administrator

PURPOSE:
- Curriculum development

EMPHASIS:
- Career development
- Inservice
- Articulation
- Interdisciplinary
- World of Work

GROUP SIZE:
- 1,825 students/year
- 80 staff/year

ENVIRONMENT:
- Urban school district
- Large school district

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
- Staff Time: 13 staff at 9 hours each
- Continuous weekly inservice

MATERIALS DEVELOPED:
- World of Work Suggested Activities keyed to supplement World of Work 1-6 teacher's guide

EVALUATION:
- Classroom
- Third party
- No student performance data

INFORMATION ON THESE AND ADDITIONAL MATERIALS AVAILABLE FROM:
Bethel School District
Instructional Media Center
1801 Echo Hollow Road
Eugene, Oregon 97404

At the beginning of each preschool orientation, teachers receive a copy of the World of Work Suggested Activities, which is a supplement to the World of Work teacher's guide. These are materials especially developed for classroom use. Continuing inservice in career education includes dinner meetings with IED personnel. Inservice meetings are held to meet specific needs. The catalog, bibliography, or guide of references, resources, and visual aids produced by this project was inserted into the World of Work Guide 1-6 to enhance the usefulness of the Guide and to acquaint teachers with available materials and resources and how they can be secured.

Provisions were made to update the Activities and Guide every three years. Release time is given to staff to work on these revisions.

MATERIALS DEVELOPED: World of Work Suggested Activities.

PROJECT BACKGROUND: Complete implementation of the Bethel School District's World of Work programs has been hampered for several reasons, one of which was that teachers did not have easy access to, or knowledge or, sources of materials. Besides, teachers felt they just did not have enough time to gather and produce the materials necessary to do an adequate job on career awareness. A survey of how teachers could be given greatest assistance was made. The results disclosed that teachers' first priority was ready access to visual aid materials at all grade levels.

FOR FURTHER INFORMATION, CONTACT:

Frank Bishop
Coordinator of Work Experience Programs
1801 Echo Hollow Road
Eugene, Oregon 97404

PROMISING PRACTICE: Infusing Career Education into Upper Elementary Curriculum Through a Career Caravan

Central Point School District

GROUPS INVOLVED:
- Students, grades 1-6
- Teachers, grades 1-6

PURPOSE:
- Career awareness

EMPHASIS:
- Hands-on activities
- Staff development
- Inservice

GROUP SIZE:
- 700 students/year
- 104 staff/year

ENVIRONMENT:
- Suburban school district

RESOURCES USED:
- Project coordinator
- Release time for cluster teacher
- Rental of one van

MATERIALS DEVELOPED:
- Career Caravan Final Report

EVALUATION:
- Teacher evaluation
- Third party
- No student performance data

To initiate the concept of career awareness in area elementary schools, staff inservice accompanied by a highly visible mobile facility was used. Using the mobile facility, resource personnel, and continuous inservice with staff on a rotating basis among the schools encouraged the extension of the career awareness concept throughout all elementary grade levels.

MATERIALS DEVELOPED: The Career Caravan Final Report describes the step-by-step development and implementation of all of the activities associated with the Career Caravan concept.

PROJECT BACKGROUND: By using the Career Caravan approach to develop an awareness of careers among fourth-, fifth-, and sixth-grade students, the district hoped to encourage enrollment in junior high exploratory programs. Another of the district's goals was to encourage students to exhibit a more positive attitude toward careers. In addition, the program would assist teachers by providing them with more information. Teachers could then assist students to make more meaningful choices in their junior high programs.

FOR FURTHER INFORMATION, CONTACT:

Bob Thomas, Career Education Coordinator
Central Point School District #6
451 North Second Street
Central Point, Oregon 97501

PROMISING PRACTICE: Facilitating Career Education in Isolated Communities Through a Six-County Consortium

Malheur County Intermediate Education District

GROUPS INVOLVED:
- Administrators
- Teachers
- Counselors
- Students, K-12

PURPOSE:
- Facilitate career education

EMPHASIS:
- Coordination
- Assessment
- Planning
- Staff development

GROUP SIZE:
- 20,000 students/year
- 1,000 teachers/year
- 20 counselors/year
- 50 administrators/year

ENVIRONMENT:
- Isolated
- Rural
- Sparsely populated area

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
- Project Director and Co-Director: full-time
- Coordinating Council: year-long meetings
- Personnel Development Activities: year-long
- Portable Laboratories: four

MATERIALS DEVELOPED:
- None available for general distribution

EVALUATION:
- Third party

A management process has been devised to bring career education to an isolated, rural, sparsely populated area of Oregon. The process is a comprehensive, multifaceted approach to the solution of educational problems faced by schools and students in the six-county (SIXCO) area of Malheur, Harney, Baker, Union, Grant, and Wallowa.

Process components include: (1) a management and operation system for facilitating career education activities, (2) a procedure for assessing needs, (3) model programs in pilot centers, and (4) staff development programs. Program mobility is the central theme of SIXCO activities, and includes trailers, instructors, materials, and students moving from one location to another to give or receive instruction.

MATERIALS DEVELOPED: None available for general distribution.

PROJECT BACKGROUND: The SIXCO Project was initiated in 1972, when six Eastern Oregon counties formed a consortium. The major purpose of the project was to provide comprehensive career education programs for public school students in grades K-12. Administration for the project was centered in a coordinating council consisting of six IED superintendents, a local school superintendent from each county, two community college people, two regional coordinators, and a liaison person from the Oregon Department of Education. Fiscal management was provided by Malheur Intermediate Education District. Local school districts and county units write subproposals to secure funds for local priorities. The management process is currently being employed in the six-county area.

FOR FURTHER INFORMATION, CONTACT:

Sam Banner
Project Director, SIXCO
Malheur County Intermediate Education District
P. O. Box 156
Vale, Oregon 97918

PROMISING PRACTICE: Developing a Total Career Program, 1-12

Pleasant Hill School District #1

GROUPS INVOLVED:
- Students, grades 1-12
- Teachers
- Administrator

PURPOSE:
- Curriculum development

EMPHASIS:
- Staff development
- Interdisciplinary
- Articulation
- Career development
- Inservice

GROUP SIZE:
- 280 students/year
- 17 staff/year

ENVIRONMENT:
- Rural school district
- Combined elementary, junior, and senior high school buildings (adjacent)
- Small school district

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
- Staff Time: 2 teachers each grade, 1-3
- Flat fee paid for each mini-course developed
- Rescheduled school day (combined two staggered lunch hours) to give an eighth period for mini-courses

MATERIALS DEVELOPED:
- Teachers Guide for Increasing the Career Awareness of Primary School Children, Grades 1-3
- Teacher Guide for Increasing the Career Awareness of Elementary School Children, Grades 4-6
- Career Exploratory Mini-Courses
- Teacher Guide for Business Education, Child Services, Health Services, and Construction Technology in Career Exploration

EVALUATION:
- Classroom
- Third party
- No student performance data

In order to encourage revision of seventh and eighth grade programs, staff were paid a flat fee of $75 per course for the development of nine-week mini-courses. Although writing mini-courses was not required, each staff member would be obligated to teach a mini-course. The incentive was that staff could teach from their own course and thus "do their own thing".

A schedule change was effected so the two staggered lunch hours were combined into one. This restructuring gave eight, instead of seven, periods a day, making a time slot for the new mini-courses.

MATERIALS DEVELOPED: Teachers Guide and Mini-Courses.

PROJECT BACKGROUND: The program was initially implemented during the 1971-72 school year for grades 7-8. A curriculum supplement containing teacher guides was developed for grades 4-6. The program was expanded to include guides for grades 1-3 in 1972-73, when the primary curriculum supplement was written.

FOR FURTHER INFORMATION, CONTACT:

Marve Brennaman, Principal
Pleasant Hill School District #1
Route 9, Box 750
Pleasant Hill, Oregon 97401

PROMISING PRACTICE: Increasing the Vocational Awareness Of Elementary School Children

Pleasant Hill School District #1

GROUPS INVOLVED:
- Students, grades 4-6
- Teachers
- Supportive staff

PURPOSE:
- Staff development

EMPHASIS:
- Curriculum development
- Interdisciplinary
- Career development
- Inservice
- Process
- Articulation

ENVIRONMENT:
- Rural school District
- Small school district

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
- Staff Time: Planning
  - 6 teachers, 3-week workshop (summer)
  - 19 staff, 2 days inservice before school
  - 34 staff, half-day inservice November, April, May
  - 1 SUTOE classroom teacher, 2 days
  - 1 Principal, 4 days

MATERIALS DEVELOPED:
- Teacher Guide for Increasing the Vocational Awareness of Elementary School Children, Grades 4-6
- Teachers Guide, 4-6
- Teachers Guide, 1-3

EVALUATION:
- Classroom tested
- Third party

The project at Pleasant Hill School involved both the production of a Guide for grades 4-6 and a plan for implementation. The research for and writing of the Guide was conducted during the summer of 1971 by a committee of six elementary teachers, two teachers representing each grade level. The Guide is based upon two premises: career awareness cannot be taught as isolated subject matter, and career awareness cannot become something in addition to the regular teaching load carried by the classroom teacher.

An inservice workshop for all elementary teachers, grades 4-6, plus school secretary and principal, was held before school started in fall, 1971 (23 members). The agenda, planned and implemented by the teachers, included: (1) federal and state commitment to career education, (2) overview of the career awareness guide, and (3) detailed study by grade level of materials contained in the Guide. The Guide is keyed to subject level.

A second inservice workshop for all teachers, grades 4-6, was held in November, during which review and critique of the Guide and implementation strategy of the project occurred. Implementation of the Guide from December through March was discussed and planned by teachers from individual grade levels.

A third inservice was held in April to inform ALL primary and junior high personnel of the activities in career awareness being conducted at the elementary school. An additional two meetings were held in April and May to assess the weaknesses and strengths of the Guide. Planning for the revision of the elementary Guide and the original writing of the primary Guide were completed.

The final workshop was held in late May to evaluate the total awareness research project. The results from pre- and post-student tests, pre- and post-attitudinal tests, pre- and post-teachers surveys, community survey, Guide evaluation, and a matrix indicating performance objectives obtained and not obtained were all dealt with. This was the culmination of the second year of the funded program.

PROJECT BACKGROUND: The Pleasant Hill School District is located in the southern tip of the Willamette Valley, just a ten-minute drive from Eugene. The district covers an area of 113 square miles, with an estimated population of 5,000 persons. The majority of the populace either drives to Eugene for employment or works in the forest products industry in Oakridge or the Cascade Range of mountains east of the school district. The school district does not have monetary income for budget purposes through industry, but depends almost entirely upon local property taxes for support.

The educational system of the district follows a 3-3-2-4 plan, with a total of 1,400 students and 81 certified staff members involved. The intent of this project was to develop or enhance teaching techniques and obtain related media for expanding the vocational awareness of the Pleasant Hill Elementary School children.

FOR FURTHER INFORMATION, CONTACT:

Darrell Jones, Principal
Pleasant Hill Elementary School
36386 Highway 58
Pleasant Hill, Oregon 97401

PROMISING PRACTICE: Implementing Career Education in Grades K-6

Portland Public Schools, Area II

GROUPS INVOLVED:
- Teachers, K-6
- Administrators elementary

PURPOSE:
- Staff development

EMPHASIS:
- Career awareness
- Interdisciplinary

GROUP SIZE:
- 400 teachers/year

ENVIRONMENT:
- Large school district
- Urban area

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
- Consultants:
  - Youth Opportunities Center of the Board of Labor
  - Apprentice Information Center
  - Advisory Committees, ODE, OSU
- Staff Time:
  - Material development
  - Editing workshops

MATERIALS DEVELOPED:
- Career Education: An Idea Book

EVALUATION:
- Classroom tested
- Third party

To facilitate career awareness in kindergarten through sixth grade, teachers and administrators in Portland Public Schools, Area II, developed a Career Education Idea Book. This manual contains many and varied instructional activities that can be utilized to provide information on careers as they relate to development of concepts through organized and existing subject matter curricula.

MATERIALS DEVELOPED: Career Education: An Idea Book is color-coded for ease of use. Suggested career development activities appear in white. Blue pages contain descriptions of related audio-visual materials. A wealth of bulletin board ideas appear in a pink section. A bibliography (green) and index (yellow) help the reader use the guide. An "Evaluation Checklist" and "Suggested Instruction Activity" forms provide additional materials for the reader. The Idea Book is available from the district for a nominal fee.

PROJECT BACKGROUND: The teaching staffs of the K-6 level identified suggested instructional activities that could be successfully used to develop awareness of the world of work through interdisciplinary instruction. They used examples from the world of work in conjunction with resources already available in social studies, language arts, mathematics, and economics. Instructional suggestions were collected, evaluated, coordinated with existing resources, edited, and published. The materials were made available to 400 K-6 teachers in Area II for pilot testing. A year later, the guide was revised according to input received from the pilot test.

FOR FURTHER INFORMATION, CONTACT:

Leroy Wallis
Career Education Specialist, Area II
Portland School District 1J
8020 Northeast Tillamook Street
Portland, Oregon 97213

PROMISING PRACTICE: Facilitating Articulation of Career Education Through a Local Attendance Area Planning System

Portland Public Schools, Area II

GROUPS INVOLVED:
Teachers, grades K-10
Counselors, K-10

PURPOSE:
Articulation

EMPHASIS:
Guidance and counseling
Community resources
Career awareness
Career exploration

GROUP SIZE:
83 teachers, K-5/year
166 teachers, 6-8/year
85 teachers, secondary/year
6 counselors, secondary/year

ENVIRONMENT:
Large school district
Urban area
Attendance, Area II

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
Staff Time: 32 days for material development and revision, plus one school year of validation

MATERIALS DEVELOPED:
Student file folder
Activity handbooks
Resource supplement

EVALUATION:
Classroom tested
Third party

PUBLICATIONS LIST AVAILABLE FROM:
Portland School District
P. O. Box 3107
Portland, Oregon 97208

To develop and implement a K-12 articulated career education program, faculty in the Marshall High School attendance area participated in a cooperative developmental effort. Teachers from the high school and its feeder schools joined forces to revise curriculum. They had as their motto, "Not to teach different things, but to teach differently." The emphasis was on an articulated approach to identifying career education concepts, goals, achievement indicators, and activities. Extensive staff development resulted in more positive teacher attitudes toward career education. This was evidenced by the development and subsequent implementation of: career awareness activities for grades K-6, career exploration activities for grades seven and eight, and action plans for the high school.

MATERIALS DEVELOPED: Career Education File Folder Insert--a four-page folder where students can record a variety of their career education experiences. Career Education Elements, Concepts, Goals, and Achievement Indicators--based upon the national model developed in Ohio, these goals and indicators are coded to desirable student performance at each grade level. Activities for Career Education, K-6--two volumes of 36 career awareness activities per grade level, based on four life roles and curriculum areas. Activities for Career Education, 7-8--two volumes of career exploration activities based on life roles, national model career elements, and curriculum areas. Activities for Career Education, 9-10--a guide illustrating departmental commitments, time lines, and activities of a high school. Activities for Career Education, K-10--additional grade level career awareness activities based upon life roles and curriculum areas. PCE K-10 Career Education Resource Supplement, Grades K-6--Localized guide for field trip sites, contact persons, etc.

These materials may be secured through ERIC or from the district for a nominal fee.

PROJECT BACKGROUND: Project Career Education (PCE/K-10) followed the applied research project known as Project Career Exploration, Grades 7-10 (PCE/7-10). It carried forward the basic operational procedures of that project with the necessary expansion to include grades kindergarten through six (K-6).

It was felt that a high school and its feeder schools can and should work together toward the common goal of providing an education for children living within their boundaries. The administration of each school, along with selected instructional staff, was involved in decision-making activities. Staff from local buildings were involved at every developmental stage to establish "ownership" of the project and thereby increase chances for implementation. Staff development was achieved through formal course work, task forces, and summer curriculum development workshops. Materials and processes were tested in classrooms and laboratories. Project activity was submitted to third-party evaluation.

FOR FURTHER INFORMATION, CONTACT:

Leroy Wallis
Career Education Coordinator, Area II
8020 Northeast Tillamook Street
Portland, Oregon 97213

PROMISING PRACTICE: A Process for Integrating Career and Consumer Education Course Goals with Basic Reading Programs

Portland Public Schools, Area III

GROUPS INVOLVED:
Teachers, grades 1-3
Principals, elementary

PURPOSE:
Staff development

EMPHASIS:
Career awareness
Consumer education
Interdisciplinary
Reading programs

GROUP SIZE:
22 staff/year

ENVIRONMENT:
Large school district
Urban area

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
Career Education Specialist
Consumer Education Specialist
Reading Specialist
Staff Time: year-long inservice

MATERIALS DEVELOPED:
Teacher's Guide

EVALUATION:
Classroom tested
Third party

PUBLICATIONS LIST AVAILABLE FROM:
Portland School District
P. O. Box 3107
Portland, Oregon 97208

One of the major deficiencies in the career and consumer education of children in the primary school years has been a lack of classroom experiences involving students in such a way that they become aware of themselves in relation to the economic system. Teachers, principals, and curriculum specialists in several primary schools have developed both processes and products for meeting this challenge. They turned to the primary basal reader series for content to teach career and consumer education concepts.

MATERIALS DEVELOPED: This interdisciplinary approach to integrating reading comprehension instruction with career and consumer education concept development has resulted in development of two publications for use by curriculum personnel and classroom teachers and specialists.

The first publication developed for use in curriculum planning was "A Primary Teacher's Guide for Integrating Career and Consumer Education and Reading Course Goals." This publication provides research data and prototype models for developing a teaching guide for integrating career and consumer education goals with other curriculum areas. It also includes:

(1) A goal-based criteria checklist for identifying and classifying the content in language arts textbooks.

(2) A field-survey questionnaire instrument.

(3) Prototype teaching materials and guides.

(4) A syllabus for training classroom teachers.

Three separate teaching guides have been developed, based on the models in the above publication, for use with three widely used basal reader programs. Each is called "A Primary Teacher's Guide to the Use of Basal Reader Stories for Teaching an Awareness of Career and Consumer Education Goals," with specific references to stories in these three basal reader series:

(1) Houghton-Mifflin Basic Reading.

(2) Ginn 360 Basic Reading.

(3) Holt Basic Reading.

PROJECT BACKGROUND: The Portland Area III Project addressed the premise that goals for developing career and consumer awareness can be reasonably taught within the framework of Program and Course Level Goals for reading and language arts. The project design emphasized the interdisciplinary approach to identifying content and teaching strategy. The project involved 22 staff and 160 students in six elementary schools in Area III. The Area is a subdivision of an urban school district that has experienced an increasing proportion of socioeconomic disadvantaged students.

FOR FURTHER INFORMATION, CONTACT:

Dr. Ralph Hodges
Reading Coordinator
Area III
1221 Southeast Madison
Portland, Oregon 97214

PROMISING PRACTICE: Using Guidance Techniques in the Elementary Classroom to Build Student Decision-Making Skills, Value-Setting Skills, and Positive Self-Image

Spring Creek Elementary School

GROUPS INVOLVED:
- Students, grades 1-6
- Teachers, grades 1-6
- Counselor
- Supporting staff

PURPOSE:
- Staff development

EMPHASIS:
- Guidance
- Career awareness
- Interdisciplinary
- Process
- Inservice

GROUP SIZE:
- 480 students/year
- 27 staff/year

ENVIRONMENT:
- Urban school district
- Large school district

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
- Staff Time: 2 full-day inservice/year; also met 4 or 5 times for 3 hours after school or weekends (winter, spring)
- 8 staff members weekly release time during school
- Consultants: IED, ODE, U of O

MATERIALS DEVELOPED:
- None

EVALUATION:
- Classroom tested
- Third party
- No student performance data

Spring Creek Elementary School students examine career education from the standpoint of life roles. The student is encouraged and assisted in his examination to consider the roles in relationship to himself with such questions as "Who Am I?" and "Where Am I Going?" In the classroom, guidance techniques which facilitate decision-making, value-setting, and building positive self-concept are used by staff. Through previous workshops and inservice, staff have learned to use these tools wherever and as often as appropriate. "We work on positive reinforcement." For instance, one first-grade teacher uses a game where the rules permit discussing only the problem at hand--the "here and now" to deal with students' problems. She reports that after using this game in class but a few times, students announce their wish to "have a meeting" to deal with situations which students perceive. The teacher asks the student if the meeting can wait. If the student indicates that the problem is "still disturbing", the teacher postpones other planned activities to have the meeting and to resolve the situation. She reports that students are quick to evaluate the seriousness of the situations and that they can elect to postpone the meeting and "feel easy". But students also know that when they indicate the problem is one that "makes them feel bad", the meeting will take place immediately.

A key element of this process is the three members of the elementary teaching staff who are designated curriculum associates. One associate works with grades K-2, one associate works with grades 3-4, and a third associate works with grades 5-6. These teacher-advisors are given release time each week to communicate with other staff members on their level and share materials, ideas, and techniques; as well as to articulate with the curriculum associates at other levels and to observe teachers at their own level. This curriculum advisement responsibility is over and above teaching responsibilities because these individuals must also plan the activities which take place in their classrooms or within their teaching assignment. The curriculum associate is viewed as both a coordinator and a facilitator. The building also had a career awareness committee coordinated by the counselor, with teacher representation from each instructional unit. This committee was charged with the responsibility of planning inservice training, developing teaching strategies, scheduling, and coordinating with the district/state.

MATERIALS DEVELOPED: None for distribution.

PROJECT BACKGROUND: Before deciding to participate in this project, all teaching staff discussed the plan to use guidance tools and techniques and to infuse the life-roles approach to career education into the entire curriculum. "All of the staff indicated commitment."

FOR FURTHER INFORMATION, CONTACT:

Mrs. Sallie Walker, Principal
Spring Creek Elementary School
580 Irvington Drive
Eugene, Oregon 97402

PROMISING PRACTICE: Using Floating Substitutes on a Regular Basis for During-School Hours Inservice

Spring Creek Elementary School

GROUPS INVOLVED:
- Students, grades K-6
- Teachers

PURPOSE:
- Staff development

EMPHASIS:
- Interdisciplinary
- Guidance
- Career exploration
- Inservice

ENVIRONMENT:
- Urban area
- Large school district
- Elementary school

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
- Planning: 6 staff, 5 meetings, 3 hours
- Regular Inservice: 4 substitutes each week, 26 staff, 15 hours (at end of year)

MATERIALS DEVELOPED:
- None available for distribution

EVALUATION:
- Classroom
- Third party

Floating substitutes on a regular, once-a-week basis, was one aspect of inservice planned to implement the guidance oriented components of career awareness and to develop staff expertise and techniques for use in the classroom. Substitutes who rotate on a regular basis release classroom staff so they can observe demonstrations scheduled by other staff members. In this manner, ideas and methods for use in the classroom are disseminated during the school day.

MATERIALS DEVELOPED: None

PROJECT BACKGROUND: A steering committee identified the components and developed the inservices. The committee selected four of the identified components and wrote sample goals and objectives to serve as models for the inservice sessions for the teachers who would be writing for the next year's project. Teachers wrote and shared several activities each, which provided materials and references to assist in incorporating career guidance into their classrooms.

This project was the forerunner of a subsequent project, "Using Guidance Techniques in the Elementary Classroom to Build Student Decision-Making Skills, Value-Setting Skills, and Positive Self-Concept."

FOR FURTHER INFORMATION, CONTACT:

Jim Holst, Career Education Coordinator
Eugene School District #4J
200 North Monroe
Eugene, Oregon 97401

PROMISING PRACTICE: A Means of Interrelating the Meaning and Value of Work with the Four Life Roles at the Elementary Level

Springfield School District #19

GROUPS INVOLVED:
Teachers, grades 1-6
Counselors, elementary
Administrators

PURPOSE:
Staff development

EMPHASIS:
Career awareness
Guidance
Life roles

GROUP SIZE:
33 staff/year

ENVIRONMENT:
Low income
Large school district
Urban area

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
Consultants: ODE, USO, IED, U of O
Staff Time: 15 days during summer; regular inservice during school year

MATERIALS DEVELOPED:
Teacher's Guide

EVALUATION:
Classroom tested
Third-party
No student performance data

PUBLICATIONS LIST AVAILABLE FROM:
Springfield School District
525 Mill Street
Springfield, Oregon 97477

To establish the interrelationships between occupations and all aspects of school curriculum at the earliest possible level, faculty and administration of two elementary schools developed both a process (a workshop approach) and a guide for implementation. The focus was on the four major life roles: work, leisure, family, and citizenship responsibilities. After clarifying these roles, the entire staff participated in the development of the Teacher's Guide for Career Awareness Process in the Elementary Schools. The Teacher's Guide is based on total curricular involvement at the elementary level in order to interrelate the meaning and the value of work with the four life roles. The Teacher's Guide serves as a resource for implementing career awareness in the elementary school through student, staff, and community involvement and commitment.

The participation of concerned staff in the development of the Teacher's Guide produced at least two added dimensions: (1) the positive attitude of staff toward the implementation of the concept of interrelationships between occupation and school curriculum, and (2) the sharing of expertise which not only resulted in the production of the Teacher's Guide, but also enhanced the teaching strategies of the staff involved in the development of the Teacher's Guide.

MATERIALS DEVELOPED: A Teacher's Guide for Career Awareness Process in the Elementary Schools was developed, which serves as a resource for implementing career awareness in the elementary school through student, staff, and community involvement and commitment. The Teacher's Guide is organized in sections related to the developmental nature of the career awareness process. It organizes a scope and sequence for grades 1-6 into units for grades 1-2, 3-4, and 5-6. Objectives are presented in each of the four life roles in relationship to the three questions: (1) Who am I? (2) Where am I going? and (3) How will I know when I arrive? The Teacher's Guide also includes sections on resources, evaluation, and a comprehensive index.

PROJECT BACKGROUND: The Springfield Career Awareness Project 1972-73 involved all staff and students in two pilot elementary schools in Springfield: Brattain Elementary School had 14 teachers and 280 students; Mt. Vernon Elementary School had 19 teachers and 400 students. At the completion of classroom testing, the project (concept) was expanded to include the entire elementary system of Springfield, where it can be observed in operation. Regularly scheduled visitation days have been established by the district.

FOR FURTHER INFORMATION, CONTACT:

Career Awareness Specialist
Springfield School District
525 Mill Street
Springfield, Oregon 97477

PROMISING PRACTICE: Establishing Career Demonstration Centers By Means of Extensive Staff Development Activities

Tigard School District

GROUPS INVOLVED:
Teachers, elementary and junior high

PURPOSE:
Staff development

EMPHASIS:
Career awareness
Career exploration
Guidance
Articulation

GROUP SIZE:
70 teachers/6 staff release days
16 teachers/40 inservice days

ENVIRONMENT:
One elementary school
One adjacent junior high
Suburban area

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
Project Director: 1 FTE/year
Program Development Specialist: .1 FTE/year
Guidance Coordinator: .5 FTE/year
Media Specialist: .5 FTE/year
Secretary: 1 FTE/year
Consultants: 20 days
Staff Time: 420 staff release days, 40 inservice days
OVIS testing materials and scoring
EDC technology units
Video-Tape: 50 reels
Video unit
Sound-on-Slide: 10 units

MATERIALS DEVELOPED:
Inservice Model
Field Trip Guide
Advisory Committee Guidelines
Career Awareness Guide

EVALUATION:
Third party

To include career education as an integral part of the comprehensive educational program, district personnel from one elementary school and an adjacent junior high school participated in extensive staff development sessions. The focus was on integration of career awareness and exploration with other instructional areas for the preparation of learners as family members and citizens with productive vocational and avocational pursuits. Staff development activities dealt with the need for articulation of awareness and exploration programs. Career guidance and counseling received strong emphasis throughout the entire process. The staff development program enabled teachers in both schools to try new and varied teaching practices in their respective classrooms.

MATERIALS DEVELOPED: Staff development activities and procedures have been documented and are illustrated in the district's "Inservice Model". The Model contains examples of objectives, suggested activities, resources, and evaluation instruments. Additional available materials include a Career Awareness Guide, Field Trip Guide, and Advisory Committee Guidelines. These materials may be obtained from the district for a nominal fee.

PROJECT BACKGROUND: The Tigard Model For Curriculum Development in Career Awareness and Exploration Project, 1971-72, designated two schools as demonstration centers. The two schools draw their students from a representative socioeconomic cross-section of the entire school district. Templeton Elementary School serves grades one through six, with 600 students and 35 faculty. Tuality Junior High School serves grades seven, eight, and nine, and has 850 students and 45 faculty. Both schools have full-time counselors. The schools serve as demonstration centers where new and innovative practices may be observed.

FOR FURTHER INFORMATION, CONTACT:

Jerry McBath
Tigard School District
13137 Southwest Pacific Highway
Tigard, Oregon 97223

PROMISING PRACTICE: Bringing the Concept and Techniques of Teaching Career Awareness to the Educators in the Field

Union County Intermediate Education District

GROUPS INVOLVED:
- Students, grades 1-6
- Staff
- Administrators

PURPOSE:
- Career awareness

EMPHASIS:
- Staff development
- Guidance
- Interdisciplinary
- Articulation
- Inservice
- Workshops
- Classroom demonstrations

ENVIRONMENT:
- Rural school districts.
- Small school districts

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
- DCE classes in career awareness
- Mobile elementary work centers
- Consultants: SDE, OPGA TRI-COUNTY Counselors
- State Employment Office
- LaGrande School and community coordinators

MATERIALS DEVELOPED:
- School and Community Resource Speaker and Field Trip Guide
- Idea Book

EVALUATION:
- Classroom tested
- Third party
- No student performance data

As the program now operates, the area guidance counselors are able to offer workshops, inservice, demonstrations, consultation, or referral assistance to the various school systems of the educational community on a demand or needs basis. Usually, there is an effort and a willingness to hold workshops in a location so several school systems can take advantage of the offerings.

MATERIALS DEVELOPED: Idea Book and School and Community Resource Speaker and Field Trip Guide.

PROJECT BACKGROUND: In order to help students, teachers, administrators, parents, board members, and others become aware of the career awareness concept, the coordinator contacted administrators in these widely-scattered, isolated areas and discussed educational career awareness needs and possible ways in which these needs might be met. In order to meet these needs and bring assistance to the field localities, an assessment of all students and teachers was conducted by the coordinator.

After compiling the results of the assessment, the coordinator concentrated on the areas of greatest concern, as outlined by the school personnel in conjunction with State Department guidelines.

The coordinator, a certified counselor who previously served Union and Wallowa County schools on a circuit-riding basis with a mobile van, now serves only the ten elementary schools of Union County. Instead of a van, he now uses a pick-up truck to deliver the elementary work center to schools in the district. Two additional work centers will be in service next year, with two additional schools constructing their own units to be kept within their buildings.

Outstanding activities involving students include on-the-job work familiarization (fifth and sixth grades), tape-recorded interviews, incorporated businesses, mass production using assembly lines, complete interdisciplinary units, small group field trips, and numerous other related activities used by teachers in the county elementary schools on a regular basis.

FOR ADDITIONAL INFORMATION, CONTACT:

Robert French, Specialist
Career Awareness
Union County Intermediate Education District
1100 K Street
LaGrande, Oregon 97850

SECTION E
CAREER EXPLORATION

PROMISING PRACTICE: Contracting Educational Programs/ A Rationale for Public School and Community College Cooperation

Burnt River High School
Huntington High School
Treasure Valley Community College

GROUPS INVOLVED:
- Students, grades 9-12
- Instructors

PURPOSE:
- Career exploration
- Inservice
- Articulation
- Disadvantaged/handicapped

EMPHASIS:
- Small engines
- Welding
- Agriculture
- Building skills
- Personal development
- Home economics
- Health occupations
- Electronics
- Drafting
- Public service
- Business occupations

GROUP SIZE:
- 60 students/year per high school
- 12 part-time instructors and aides/year

ENVIRONMENT:
- Rural school district
- Two separated, isolated high schools

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
- Portable units modified into labs
- One-week workshop for cluster teachers

MATERIALS DEVELOPED:
- None

EVALUATION:
- No validated data
- No student performance data

Portable units provide mobile labs to each of two, isolated small high schools (Burnt River and Huntington). Instructors from the staff of Treasure Valley Community College spend one-half day per week in each school lecturing, demonstrating, and exploring laboratory projects. Students spend a second half-day each week working on laboratory projects under the supervision of aides selected for their ability to supervise high school students in a laboratory situation. In this manner, 60 high school students each year in each of the two high schools explore a series of at least three clusters, in groups of 15 per class.

Each year of the two-year program is divided into four nine-week courses. Phase I offers small engines, welding, agriculture, building skills, personal development, commercial arts, marketing, and home economics. Phase II consists of arc welding, drafting, electronics, mechanics, health occupations, business occupations, and public service occupations. Each unit is designed to last nine weeks and is taught within the respective school system six hours weekly on two afternoons (from 1 to 4 p.m.). This program is no longer in operation, however, the ideas which originated from this project are still being used in the SIXCO project.

MATERIALS DEVELOPED: None produced.

PROJECT BACKGROUND: Huntington and Burnt River School Districts each had programs primarily serving students desiring a college preparatory program prior to the project. Both school boards expressed the need for development of occupational programs and requested aid from Treasure Valley Community College. During the two-year period, local school personnel were trained in recognizing career education opportunities, scheduling to allow program variations, career counseling, and career education instruction. The Malheur County IED assisted with staff workshops, consulting, and supportive services. For additional information on the Community College's role as "facilitator" or "contract agent," refer to Promising Practice: "Contracting Educational Services to Provide Extended Services to Isolated Areas."

FOR FURTHER INFORMATION, CONTACT:

Sam Banner
Project Director, SIXCO
Malheur County Intermediate Education District
P. O. Box 156
Vale, Oregon 97918

PROMISING PRACTICE: Exploring Careers Through An Occupational Cruise

Cascade Union High School District #5

GROUPS INVOLVED:
- Students, grade 9
- Teachers
- Counselors

PURPOSE:
- Career Exploration

EMPHASIS:
- Office Practices
- Marketing
- Home Economics
- Agriculture
- Construction
- Mechanical
- Electrical
- Social Services
- Health/Recreation
- Communication

GROUP SIZE:
- 230 Students/year
- 9 Staff/year

ENVIRONMENT:
- Rural School District
- Combined Junior-Senior H.S. (adjacent buildings)

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
- Staff Time: 50 days during summer to develop materials
- Substitutes: 10 days
- Staff Time: 12 days inservice during school year, 1 hour/day/9-week cruise

MATERIALS DEVELOPED:
- Planned Course Statements

EVALUATION:
- Classroom and laboratory tested

A ninth-grade occupational cruise is an exemplary component of the Cascade career education program--grades seven through ten. The cruise, as it has evolved, has strengthened and increased occupational offerings, changed from subject emphasis to student emphasis, strengthened basic education, and emphasized goal orientation of students. The cruise consists of nine nine-week exploratory courses. All ninth-grade students are provided with the opportunity for "hands-on" experiences in a minimum of four occupational areas. Students may elect nine-week, business-related cruises that enable them to experience, firsthand, activities in marketing and office practices. Still other options afford students the opportunity to explore industrial areas. Here students may engage in hands-on activities dealing with construction, electricity, mechanics, and agriculture. Students may also experience the signts, sounds, smells, and activities of home economics, social services, health/recreation, and communication careers. The occupational cruises meet competency checks for career education. Wherever possible, cluster teachers have been involved in the development and instruction of cruises.

MATERIALS DEVELOPED: Planned course statements were developed for each of the ninth-grade occupational cruises. The statements include: course title, course overview, course goals to be achieved and, where appropriate, minimum survival competencies. Course statements may be secured from the district for a small handling charge.

PROJECT BACKGROUND: Early in 1970, Cascade Union High School District #5 developed the initial occupational curriculum to enhance the cluster concept of education. The project design called for an integration of general and career education in grades seven through twelve to provide for the educational needs of each individual. All students were affected by this program. Special emphasis was placed on the academic, socioeconomic, and culturally disadvantaged. Emphasis was also placed on each individual's right to select worthwhile goals, irrespective of the kind and amount of education needed to attain the goal.

During the second year, the staff expanded and strengthened Cascade's career exploration program. The purpose was to develop a developmental sequence for all students in grades seven through ten. Career exploration was to be accomplished through social studies, English, and SUTOE programs at the eighth-grade level, occupational cruises at the ninth grade, and precluster courses at grade ten. Guidance information and services were made available on a regular and continuous basis to each person in the exploratory program.

The ninth-grade occupational cruise has evolved from these efforts and can be observed in operation.

FOR FURTHER INFORMATION, CONTACT:

Wayne Kreger
Career Education Coordinator
Cascade Union High School District #5
10260 Marion Road, Southeast
Turner, Oregon 97392

PROMISING PRACTICE: Infusing Career Education Into
A Second-Language Program

Clackmas Community College

GROUPS INVOLVED:
Foreign language instructors

PURPOSE:
Staff development

EMPHASIS:
Career awareness, exploration, and preparation
Interdisciplinary
Second-language education

GROUP SIZE:
16/workshop

ENVIRONMENT:
University

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
16 consultants
2 media specialists
3 guideline writers

MATERIALS DEVELOPED:
Guidelines for the Integration of Second-Language Education and Career Education
Video-tape, 25 minutes, "Foreign Languages in Careers"
Components for career awareness posters

EVALUATION:
Third party

To develop a set of guidelines for integrating second language and career education program goals, a workshop was held. Participants were a group of foreign language instructors--mostly members of the Oregon Foreign Language Council.

MATERIALS DEVELOPED: Guidelines for the Integration of Second-Language Education and Career Education contains career goals, course goals, and second-language learning activities, together with a list of resources including publishers, agencies, and a bibliography for respective, currently-taught modern languages. There is also a section which includes vocational information.

A 25-minute video tape entitled "Foreign Languages in Careers" highlights interviews with people from a variety of occupations, who discuss the use of second-language skills in their careers.

Components for career awareness posters are available. These components show in which areas the study of a second language gives a competitive edge for getting a job and is an asset for holding it. Components for six sets of posters are available from Wolfgang Dill, Department of Foreign Languages, Oregon State University.

PROJECT BACKGROUND: The need for this type of program arises from three areas. The first is the Oregon graduation requirements. The requirements emphasize performance-based competencies to prepare today's students realistically for survival in a society with ever-changing manpower demands. Second-language education needs to reconstruct its instructional objectives to maximize its contribution in an educational system relevant to the world of work.

Secondly, numerous jobs and careers in today's internationally oriented society require an awareness and understanding of the differences between various cultural-linguistic backgrounds and often a second-language competency enhances employment opportunities and diversification in career development.

Third, aside from enriching a general education with an introduction to studies in different cultural-linguistic areas, a second-language skill can provide a competitive edge on the job market, thus becoming a "survival skill" in the larger sense of the word.

FOR FURTHER INFORMATION, CONTACT:

Resource Center
State Department of Education
942 Lancaster DRive, Northeast
Salem, Oregon 97310

PROMISING PRACTICE: Utilizing Computers to Help Students Determine Career Interests

Clackamas Intermediate Education District

GROUPS INVOLVED:
- Students, grades 9-12
- Career education teachers
- Counselors

PURPOSE:
- Staff development

EMPHASIS:
- Career development
- Guidance

GROUP SIZE:
- Any number of students

ENVIRONMENT:
- Suburban IED

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
- Half-time project coordinator
- Manual writer

MATERIALS DEVELOPED:
- SEARCH Guide

EVALUATION:
- Classroom and laboratory tested
- No student performance data available

To assist students in conducting a self-inventory which indicates aptitudes and interests in the areas of data, people, and things, project staff developed a self-help manual. The information in the manual gives the student access to the information in the computer system. This information elicited from the computerized printout of SEARCH data by the student helps the student to make career decisions. Also, the student is motivated in his course work by this information. It opens horizons rather than narrowing opportunities for the student.

MATERIALS DEVELOPED: SEARCH (Systems Exploration and Research for Career Help) is a series of ten guides which facilitates exploring occupations which are grouped according to worker's traits. The SEARCH Guides are used in conjunction with, and in addition to, GATB and ICL printouts. The SEARCH Guides are a product of the State Employment Division.

PROJECT BACKGROUND: The Clackamas IED sought to make effective use of GATB and ICL printouts in public school systems to produce a data base that could be related to aptitude and interests. In addition, they wanted a data base which would allow the identification of other occupational factors--a data base which would relate to the preparation for career clusters.

FOR FURTHER INFORMATION, CONTACT:

Dr. Alvin Pfahl
Marian Hall
Marylhurst Campus
Marylhurst, Oregon 97036

FOR REPRODUCIBLE MASTERS OF THE SEARCH GUIDES, CONTACT:

Paul Kerr
Employment Division
875 Union Street NE
Salem, Oregon 97311

PROMISING PRACTICE: Integrating Work Habits and Attitudes With Basic Skills Offerings

Grant High School, Portland

GROUPS INVOLVED:
- Students, grades 9-12
- Teachers, grades 9-12
- Curriculum associcate

PURPOSE:
- Baskc skills

EMPHASIS:
- English
- Social studies
- Mathematics
- Science
- Work experience

GROUP SIZE:
- 300 students/year, approximately

ENVIRONMENT:
- Urban high school
- Large school district

RESOURCES:
- Staff Time: Saturday mornings and evenings, 176 hours
- Summer Workshop: 12 participants, 20 days
- Vocational and Basic Education Coordinator
- Work Experience Coordinator

MATERIALS DEVELOPED:
- None available

EVALUATION:
- Third party

To enhance the employability of educationally disadvantaged students, all freshmen students are tested to determine their levels in English and mathematics areas. The SCAT Q test, a standardized test, is used in conjunction with the ICSP (Individualized Computational Skills Program) in mathematics and the Gates-MacGinitie reading materials. Those students who are identified by the testing process as reading two or more years below their peers are scheduled into classes with specialists who can better facilitate their learning. In addition, students are encouraged to improve their employable skills and to develop positive work habits.

MATERIALS DEVELOPED: None available for distribution.

PROJECT BACKGROUND: Beginning about ten years ago, the Grant High School administration and faculty became aware that certain population trends were taking place within the school's neighborhood community. These trends were beginning to affect the school's programs and enrollment. These trends included an increasing proportion of educationally disadvantaged youth--youth representing a variety of ethnic groups, educational expectations, and behaviors--youth, for the most part, testing well below grade level in basic English and mathematical skills. The PROJESSCO (Project-English-Social Studies-Cooperative) program was an outgrowth of efforts by the staff to clearly identify the educational needs of such youth and to devise instructional methods and strategies for satisfying their needs.

The PROJESSCO classes can be observed in operation.

FOR FURTHER INFORMATION, CONTACT:

Charles Randolph, Curriculum Associate
Grant High School
2245 Northeast 36th Avenue
Portland, Oregon 97212

PROMISING PRACTICE: Infusing the SUTOE Program Throughout the Junior High School Curriculum

Oregon City Public Schools

GROUPS INVOLVED:
Students, grades 7, 8, 9
Teachers, counselors, and administrators, junior high

PURPOSE:
Career Exploration

EMPHASIS:
Interdisciplinary
SUTOE

GROUP SIZE:
39 Staff/year
780 Students/year

ENVIRONMENT:
Suburban School District

RESOURCES NEEDED TO ACCOMPLISH OBJECTIVES:
Consultants, ODE
Staff Time:
1-day SUTOE Orientation
10-week SUTOE inservice workshop
1200 hours curriculum revision

MATERIALS DEVELOPED:
Decision-Making Matrix

EVALUATION:
Classroom tested
Third party
No student performance data

The Thora B. Gardiner Junior High School staff has developed and implemented an interdisciplinary career exploration program involving all students and nearly all staff members. Objectives of the SUTOE program were identified, analyzed, and related to those of existing curricular areas. There evolved an interdisciplinary approach to self-understanding through occupational exploration. Each subject area (math, science, health, industrial arts) developed its own integrated approach to SUTOE. Department effort was coordinated through a program director, administration, and department heads.

MATERIALS DEVELOPED: A Decision-Making Matrix resulted from the developmental effort. The Matrix provides a model for infusing the objectives of SUTOE into those of specific subject areas. The Matrix may be obtained from the district.

PROJECT BACKGROUND: The teaching staff and administration of Gardiner Junior High School recognized the need for students of junior high age to know something of themselves, the economic structure of society, the nature of decision-making, and how this information relates to career selection and the world of work. The SUTOE program appeared to meet these needs, and was the career education program selected to be implemented in the Oregon City schools. Because of involvement and, secondly, budget restrictions limiting the addition of teachers, the administration and staff decided to implement the SUTOE program through an interdisciplinary approach without major staff additions.

FOR FURTHER INFORMATION, CONTACT:

Dale Davis
Career Education Coordinator
Oregon City School District
P. O. Box 591
Oregon City, Oregon 97045

PROMISING PRACTICE: Facilitating Career Development Through Industrial Arts: A Curriculum Guide and Activities Handbook

Oregon State University Consortium

GROUPS INVOLVED:
Students, grades 7, 8, 9, 10
Teachers

PURPOSE:
Career exploration

EMPHASIS:
Industrial arts
Cluster Orientation
Self-understanding

GROUP SIZE:
525 students/2 years
40 staff/2 years

ENVIRONMENT:
One middle school, grades 6, 7, 8
One mid-high school, grades 9, 10
Three junior high schools, grades 7, 8, 9

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
Consultants: ODE, IED
Staff Inservice: bimonthly/ 25 months
Teacher Substitutes: bimonthly/ 24 months

MATERIALS DEVELOPED:
Curriculum Guide: Industrial Arts Program Goals and Competencies
Career Development Activities Handbook

EVALUATION:
Laboratory tested
Third party
No student performance data

In order to provide students with an opportunity to explore occupational clusters and assure that boys and girls have laboratory experiences related to the world of work, four school districts and Oregon State University formed a consortium to provide teachers with several alternate program models with accompanying materials which provide guidelines and give impetus to career development activities for industrial arts students in the middle grades. Major staff development sessions were held bimonthly in various locations throughout the state. Each school developed a program model with supporting materials.

MATERIALS DEVELOPED: Project materials were compiled into two documents: (1) a curriculum guide titled Industrial Arts Program Goals and Competencies and (2) a Career Development Activities Handbook.

The Curriculum Guide contains alternate career development models, complete with program goals, student performance objectives, and activities. The Handbook contains student materials which blend career development tasks with industrial arts laboratory experiences. The Guide and Handbook may be secured, free of charge, from the State Department of Education, Industrial Arts Specialist, in Salem.

PROJECT BACKGROUND: In order to facilitate revision and modification of industrial arts programs, a consortium of four school districts was formed and funded during the 1973-74 fiscal year. Industrial arts teachers and related personnel representing Albany, Ashland, Klamath Falls, and Philomath worked collectively to develop appropriate exploratory industrial career development programs. A second year was devoted to development and implementation of selected career development materials. Program models and materials were field tested in participating schools.

FOR FURTHER INFORMATION, CONTACT:

John Fessant
Industrial Arts Specialist
State Department of Education
942 Lancaster Drive, Northeast
Salem, Oregon 97310

PROMISING PRACTICE: Combining World of Work Economics with Career Exploration Through Ninth-Grade Social Studies

Parkrose School District #3

GROUPS INVOLVED:
Students, grade 9
Teachers and counselors, junior high school

PURPOSE:
Career Exploration

EMPHASIS:
World of Work
Economics of Education
Social Studies

GROUP SIZE:
12 Staff/2 years

ENVIRONMENT:
Urban school district

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
Consultants; ODE, PSU
Oregon Council on Economic Education

STAFF TIME:
15 days during summer
5 days inservice throughout school year

MATERIALS:
Teacher's Guide
Student's Manual

EVALUATION:
Field test
Third party
No student performance data

To bridge the gap between school and work, teachers and counselors of three schools developed both a process and guides for instruction. Emphasis was placed on helping students acquire an understanding of the economic process and the role of work in the lives of people. Career exploration was integrated into the ninth-grade social studies program so economics could serve both the interests of social studies and career education. After thorough inservice activities, staff produced Job Opportunities and Youth, consisting of a Teacher's Guide, Volume I, and the Student's Manual, Volume II.

MATERIALS DEVELOPED: The Teacher's Guide, Volume I, serves as a weekly outline of activities to follow with students. The Guide enables teachers to help students: (a) investigate their occupational interests and abilities, (b) explore simulated work-life situations, (c) survey the work and educational history of adults over 21 years old, (d) complete job applications, (e) apply for social security cards and work permits, (f) carry out simulated employment interviews, (g) find three-day work experiences, and (h) study concepts related to the labor force and economics of employment.

The Student's Manual, Volume II, deals with a variety of topics, some of which include: Joy of Work, Who Am I?, Housewife or Career Girl, Where the Jobs Are, The Work People Do, Education's Payoff, and What Price Success. Both volumes of Job Opportunities and Youth are available from the district for a small fee.

PROJECT BACKGROUND: The Parkrose "Job Opportunities and Youth" (J.O.Y.) Project (1972-73) sought to help students acquire an understanding of the economic process and the role of work in the life of men and women. Project effort further tried to clarify how young people can enhance their future employability by their own knowledge, skills, motivation, and behavior patterns.

Ninth-grade social studies teachers from Fremont and Parkrose Heights Junior High Schools and nearby Marycrest High School used selected parts from the text Manpower and Economic Education (MEE) by R. L. Darcey and P. E. Powell to begin the project. With the permission of the authors, the project teachers revised and localized MEE to fit district needs.

All ninth-grade students enrolled in Fremont and Parkrose Heights Junior High Schools and Marycrest High School participated in a pilot test of the revised MEE. In addition, all ninth-grade social studies teachers and counselors from the three project schools met for systematic inservice training sessions.

During the summer of 1972, the project team revised the MEE according to input received from the field test. These efforts produced the Student Manual and Teacher's Guide. During the following school year, materials and methods were again tested in the classroom. Over a period of two years, a total of 1,136 ninth-graders were involved. Inservice activities continued on a regular basis throughout the same period. Project activity was subjected to third-party evaluation.

FOR FURTHER INFORMATION, CONTACT:

Max L. Brunton
Parkrose Public Schools
10636 Northeast Prescott
Portland, Oregon 97220

PROMISING PRACTICE: Using Video-Taped Interviews of Music Related Careers as 7-12 Career Education Resources

Portland Public Schools, Area III

GROUPS INVOLVED:
- Students, 7-12
- Music Teachers

PURPOSE:
- Career exploration

EMPHASIS:
- Career exploration
- Music education
- Interdisciplinary
- Curriculum development

GROUP SIZE:
- Not limited

ENVIRONMENT:
- Larger urban school district

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
- Staff Time: 4 music teachers/2 hours per week
- Video-tape film crew

MATERIALS DEVELOPED:
- 16 video-tapes and strategies for using the tapes
- Career Education and Music Course Goal Matrix
- Listing of Music-Related Careers

EVALUATION:
- Classroom tested
- No student performance data

Video-taped interviews are used to impart to students first-hand information on 16 music-related careers. The taped interviews explored such careers as: music store proprietor, sound technician, opera singer, vocal and instrumental elementary, secondary, and college music teachers, as well as instrument repair, radio station program director, disc jockey, choreographer, organist, conductor and composer, and arranger. In addition, the Portland State University music management program, jazz composer/performer, agent are included. The tapes are appropriate for students in both music and career education classes.

MATERIALS DEVELOPED: In addition to the strategies for using the 16 video-tapes in class, suggested activities are included. The tapes, which range in time from 15 to 25 minutes, generally are in black-and-white.

The career education and music course goal matrix or chart shows the Portland Public Schools, Area III, career education goals which overlap with the Area III music course goals; this suggests the high correlation between careers in music and career education.

The list of music-related careers infers how students may combine their aptitudes and interests in music-related occupations. The list also descirbes what formal education each occupation requires.

PROJECT BACKGROUND: This project is an extension of an elementary level project done in the Beaverton School District during the 1973-74 fiscal year. The Portland Area III project, using the combined efforts of 4 music teachers and an advisory committee, developed a comprehensive list of music-related occupations and a matrix of career education and music course goals prior to producing video tapes focusing on various music careers. The Portland Public School District video-tape facility, located at Jefferson High, was identified as the appropriate medium to distribute the information about music-related careers. Tapes were the vehicle to accomplish the goal of information distribution. The 16 occupations presented were selected as the most representative of the music-related careers in the Portland area.

FOR FURTHER INFORMATION, CONTACT:

Portland Public School District
Television Services
Jefferson High School
5210 North Kirby Avenue
Portland, Oregon 97217

PROMISING PRACTICE: Infusing Career Education Into An Existing Health Education Program

Roosevelt High School, Portland

GROUPS INVOLVED:
Students, grade 10
Health educators

PURPOSE:
Career exploration

EMPHASIS:
Health education

GROUP SIZE:
400 students/year
3 health educators/year

ENVIRONMENT:
Urban high school
Large school district

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
3 health educators (includes one director and one assistant director)
1 consultant

MATERIALS DEVELOPED:
Health Careers Exploration II

EVALUATION:
Third party
No student performance data

The Health Careers Exploration Program is an integral portion of Roosevelt's full-year, state graduation requirement in health education.

To explain a variety of health-related occupations and their implication to the field of health, this course is offered at the tenth-grade level. Sources of career information include field visitations, classroom demonstrations, values clarification, occupational assessment, skill development, individual activities and exposure within the classroom to health career workers.

MATERIALS DEVELOPED: Health Careers Exploration II is a Source Book of activities to be used in the Health Careers Exploration Program. The book is divided into activities designed to build self-concept, to explore health careers, and to develop decision-making skills. The Source Book contains information on communication modes, social health issues, self-discovery of personal health habits, and clarification of career values. It also contains activities designed to stimulate the evaluation of careers inside and outside of the classroom.

PROJECT BACKGROUND: As a result of a survey of the Roosevelt High School student body, in July of 1972, a Health Career Exploration Project was funded to meet needs indicated by the students. Since the initial Health Career Exploration Project began in July, 1972, more than 1,200 students and more than 60 parents have been involved. At present, Health Education is a full-year required course taught by Health Education Specialists.

FOR FURTHER INFORMATION, CONTACT:

Clarence Beyer
Curriculum Vice-Principal
Roosevelt High School
6941 North Central Street
Portland, Oregon 97203

PROMISING PRACTICE: Articulation of Career Clusters Involving Eighth Grade Students

Sherwood School District

GROUPS INVOLVED:
- Students, grade 8
- Faculty
- Counselors

PURPOSE:
- Articulation
- Career exploration

EMPHASIS:
- Business education
- Home economics
- Industrial education
- Vocational agriculture-horticulture

GROUP SIZE:
- 125 students/year
- 6 faculty/year

ENVIRONMENT:
- Rural school district
- Small school district

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
- Staff Time: 800 hours/year
- 1 aide
- 1 bus

MATERIALS DEVELOPED:
- Eighth Grade Exploratory Curriculum

EVALUATION:
- Self-evaluation
- Third party
- No student performance data

Eighth-grade students spend one hour per day at the high school attending exploratory classes in one of four occupational clusters. In addition to individualized instruction packets, field trips and guest speakers are utilized. Each of the four clusters offers special, short-term activities to insure that students experience a feeling of accomplishment over a short period of time.

MATERIALS DEVELOPED: An Eighth-Grade Exploratory Curriculum in home economics, business education, industrial education, and vocational agriculture-horticulture describes activities and short-term projects for students. Projects are designed for approximately a 25-day period.

PROJECT BACKGROUND: Sherwood School District is small, with approximately 1,300 students in the school system. Prior to this project, the district did not have an exploratory program for the intermediate school students because no equipment or facilities were available. Now the district transports students to the new facilities in the high school for the last period of the day.

FOR FURTHER INFORMATION, CONTACT:

Mrs. Audra Tank
Career Education Director
Sherwood High School
1155 Meinecke Road
Sherwood, Oregon 97140

PROMISING PRACTICE: Contracting Educational Services to Provide Extended Services to Isolated Areas

Treasure Valley Community College
Burnt River High School
Huntington High School

GROUPS INVOLVED:
- Students, grades 9-12
- Instructors
- Aides

PURPOSE:
- Career exploration
- Articulation
- Disadvantaged/handicapped

EMPHASIS:
- Small engines
- Welding
- Agriculture
- Building skills
- Personal development
- Commercial art
- Marketing cluster
- Home economics
- Health occupations
- Electronics
- Drafting
- Public service
- Business occupations
- Drafting

GROUP SIZE:
- 60 students/year per high school
- 12 part-time instructors/ teacher aides/year; or the equivalent of two full-time instructors

ENVIRONMENT:
- Rural school district
- Two separate, isolated high schools

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
- Portable units

MATERIALS DEVELOPED:
- None

EVALUATION:
- No validated data

The community college, functioning as a contractor or agent with two high schools (Burnt River and Huntington), facilitated the development and implementation of the high school career education programs by providing direction, ...lified staff, and design modification of portable vehicles for laboratory use. This program is no longer in operation; however, the ideas which originated from this project are still being used in the SIXCO project.

MATERIALS DEVELOPED: None developed.

PROJECT BACKGROUND: Huntington and Burnt River School Districts each had programs primarily serving students desiring a college preparatory program prior to the project. Both school boards expressed the need for development of occupational programs and requested aid from the Treasure Valley Community College.

FOR FURTHER INFORMATION, CONTACT:

Sam Banner, Regional Career and Vocational Education Coordinator
Malheur Intermediate Education District
P. O. Box 156
Vale, Oregon 97918

PROMISING PRACTICE: A Pilot Program and Exportable Model for Career Exploration

Vale Elementary School, District #15

GROUPS INVOLVED:
- Students, grades 7-8
- Teachers

PURPOSE:
- Staff development

EMPHASIS:
- Career exploration
- Guidance
- Interdisciplinary
- Exportable model

GROUP SIZE:
- 180 students/year
- 11 staff/year

ENVIRONMENT:
- Rural school district
- Low income
- Combined elementary and middle schools (adjacent buildings)
- Isolated

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
- Staff Time: 10 release days
- Substitutes: 10 continuous inservice

MATERIALS DEVELOPED:
- Two guides
- Community Resource Guide

EVALUATION:
- Classroom tested
- Third party
- No student performance data

The faculty and staff of Vale Middle School developed a portable model to demonstrate "how to do" career exploration. The staff has developed materials and activities for workshop demonstrations which range from one hour to three days in length. The workshops are offered on the basis of two formats: (1) demonstration teachers from Vale visit another school to make presentations, follow with written recommendations, and then host the other school faculty members so they can view Vale's concept in action; or (2) one teacher can visit Vale to view demonstrations. The fee charged by the Vale system for these services is on a negotiable basis. That is, the fee depends upon the financial resources of the requesting agency.

MATERIALS DEVELOPED: As the basis for infusing career education throughout the middle school program and as the basis for the workshop model, the faculty and staff developed the Student Needs Assessment Guide, an Interdisciplinary Guide, and a Community Resource File. The purpose of the Student Needs Assessment Guide is to provide teachers at the junior or middle school level an instrument to be used in helping students assess themselves as individuals and to match this assessment with current and expected roles in the adult world. The second part of the Student Needs Assessment Guide contains a list of resources such as: activities, films, filmstrips, kits, and transparencies for classroom use. The second publication, the Interdisciplinary Guide, identifies the responsibility of staff members in each subject matter relative to the concept of career education. In addition, the Interdisciplinary Guide provides a breakdown of each subject into units with suggested job and occupational titles for related study and several listed activities. The Community Resource File identifies nearly 1,200 resource people and sites representing many jobs and occupations.

PROJECT BACKGROUND: The career education program in Vale School District #15 is in its third year of development. The first phase was the planning and development of the two guides. The present phase is in the presentation of the pilot model or transportable workshop which incorporate the Guides. The third phase, scheduled for completion by the end of summer, 1976, is the Career Education Model, a guide for the workshop format. The Implementation Guide is to lay out for any school district model ideas of how to develop a complete career education program.

FOR FURTHER INFORMATION, CONTACT:

Dr. Edwin C. Morgan, Superintendent
Vale Elementary School, District #15
403 East Street, West
Vale, Oregon 97918

SEE ALSO

Facilitating Career Education in Isolated Communities Through a Six-County Consortium . . A4

Developing a Total Career Program, 1-12 . . . . . A5

Facilitating Articulation of Career Education Through a Local Attendance Area Planning System A8

Establishing Career Demonstration Centers by Means of Extensive Staff Development Activities. A13

Instruction in the Effective Use of Community Resources, Utilizing a Specially Produced Film S5

SECTION P
CAREER PREPARATION

PROMISING PRACTICE: Introduction to Diverse Occupational Fields Through Participation In a Community College/High School Articulation Program

Clackamas Community College District

GROUPS INVOLVED:
- Students, grades 11-12
- Counselors, grades 10-12
- Occupational instructors of community college
- Local, state, and federal agencies

PURPOSE:
- Career exploration and orientation

EMPHASIS:
- Electronics
- Data processing
- Auto mechanics
- Machine shop
- Horticulture
- Auto body repair

GROUP SIZE:
- 180 students/term
- 20 staff/term

ENVIRONMENT:
- Suburban community college

RESOURCES USED:
- Staff: 6 Saturday mornings and 6 hours of preparation

MATERIALS DEVELOPED:
- None available for distribution

EVALUATION:
- Student evaluations
- Teacher evaluations
- No student performance data

High school juniors and seniors selected a different occupational area to explore each week during the three-week program. Sessions were held on consecutive Saturday mornings in the occupational labs. During the sessions, students received "hands-on" experience, information on career possibilities, and instruction in the proper use of equipment. Counselors or other interested persons were paid a stipend to select students from their own schools and to coordinate the activities of those students. There were two, three-week sessions; five schools participated in the first session and six schools participated in the second. Each student was responsible for his own transportation and insurance arrangements. Among the program participants were local, state, and federal agencies (MDTA, W.I.N., Welfare, etc.), college students, parents, and other interested individuals residing in the college district.

MATERIALS DEVELOPED: None available.

PROJECT BACKGROUND: The two-fold purpose of this project conceived by the occupational program administration at the college was: (1) to extend an individual's knowledge of occupational opportunities, and (2) to acquaint individuals with the facilities and course offerings at the community college.

FOR FURTHER INFORMATION, CONTACT:

Ira Heard
Clackamas Community College
19600 South Molalla Avenue
Oregon City, Oregon 97045

PROMISING PRACTICE: Publicizing Careers Information Through Competitive Skill Events

Coos County Intermediate Education District

GROUPS INVOLVED:
- Students, high school
- Teachers, high school and community college
- Community business

PURPOSE:
- Information dissemination

GROUP SIZE:
- 600 students/year
- 25-50 staff/year

ENVIRONMENT:
- Urban school district
- Community college campus

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
- College campus facilities
- Contributions from business community
- After-school organizational meetings
- IED consultant

MATERIALS DEVELOPED:
- Guide

EVALUATION:
- Third party

To upgrade the image of career education in the eyes of school personnel, students, and the public, a Career Education Week is planned annually. This event utilizes the cooperative efforts and facilities of both high schools and the community; it also draws upon staff, as well as facilities. Students compete in skill events related to the skills and competencies required in 14 cluster areas offered in the area schools. The community college cancels classes for the day of the event. Participating high schools cooperate to furnish whatever additional equipment or machinery is needed. Students fabricate the skill event awards in their school shop classes. Movies are made available for those not actively involved in the skills contests. The public is invited to attend. In addition to making its facilities available, Southwestern Oregon Community College contributes scholarships.

MATERIALS DEVELOPED: A short "how to" guide, Career Education Public Events Planning Guide, describes and illustrates the process involved to mount a two-day event, but not the skills events. Contact the district for a copy of the guide.

PROJECT BACKGROUND: The first effort to publicize the availability of career education offerings in the area was a two-day "show-and-tell" event in the new Pony Village Mall. Faculty and staff answered questions, demonstrated equipment, described programs offered, and displayed products which resulted from the programs. The event had good cooperation from the merchants and the media. In fact, the first Career Education Week was considered so successful that it has become an annual event, emphasizing the competitive skills contests among students. Students from ten high schools, representing two counties, participate.

FOR FURTHER INFORMATION, CONTACT:

Dr. Ron Olsen
Coos County Intermediate Education District
1975 MacPherson Street
North Bend, Oregon 97459

PROMISING PRACTICE: Using Office Simulation to Provide Students With Entry-Level Clerical Skills

Dufur High School

GROUPS INVOLVED:
- Students, grades 11-12
- Teacher, cluster
- Office staff

PURPOSE:
- Job preparation

EMPHASIS:
- Office simulation
- Work experience

GROUP SIZE:
- 8-16 students/year
- 1 teacher/year
- Office staff

ENVIRONMENT:
- Rural
- Small school district

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
- Job Placement Service
- OED
- Mid-Columbian Skill Center

MATERIALS DEVELOPED:
- None

EVALUATION:
- Classroom tested
- Civil Service exam

The Dufur High School office simulation program was designed to provide a vocationally oriented training program which would prepare students with the skills necessary for job-entry level positions in office and clerical occupations. To avoid schedule conflicts, the program operates on a four-period open lab basis in the business education classroom for students in the accounting, clerical, and secretarial clusters. In addition to the simulated assignments, actual work assignments are performed in the school office and in the community. Students receive both individual and group instruction. In addition to the instruction received from certified business teachers, office staff members offer assistance and instruction.

Several students passed the Civil Service exam with high enough ratings to secure employment. Also, fees charged for work performed outside of the school provided a $50 scholarship for "the most outstanding girl" enrolled in the program.

MATERIALS DEVELOPED: None available for distribution.

PROJECT BACKGROUND: Five years ago, at the beginning of the project, the program was housed in the bus barn, which had been adapted for use by the construction class. Later, the program moved to the business education classroom. At its inception, the program was structured within a two-period vocational block. The first semester emphasized the basic skill foundations of typing, shorthand, and basic office procedures. The second semester was spent refining these skills, preparing for the Civil Service test, and working in areas of special interest.

FOR FURTHER INFORMATION, CONTACT:

Edwin Watts, Business Education Teacher
Dufur High School
Box 98
Dufur, Oregon 97021

PROMISING PRACTICE: Record-Keeping or Daily Demand Scheduling For Student's Continuous Progress

Hood River Valley High School

GROUPS INVOLVED:
- Students, grades 10-12
- Teachers
- Aides
- Guidance secretaries
- Librarian
- Administrators
- Counselors

PURPOSE:
- Curriculum deisgn

EMPHASIS:
- Guidance
- Career development
- Articulation
- Interdisciplinary
- Computerised record-keeping

GROUP SIZE:
- 824 students/year
- 49 full-time staff/year
- 12 aides/year

ENVIRONMENT:
- Urban school district
- Small school district

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
- 402 computer
- Cassette tapes and record players
- 16mm projectors
- Slide-tape projectors
- Microfiche
- Staff Time: April workshop, continuous inservice, bimonthly cabinet meetings, weekly agenda meetings.

MATERIALS DEVELOPED:
- Continuous Progress Career Cluster Curriculum

EVALUATION:
- Monthly staff evaluation
- Third party
- No student performance data

Student's continuous progress in cluster programs is facilitated by the use of a computer. Learning activities are divided into modules or "mods" which are equated to 1/10 of a Carnegie unit or which require approximately 15 hours to complete. When the student has demonstrated the prescribed level of competence, he has completed the module. In this system, the student does not fail; he stays in the module until he has demonstrated his proficiency. The type of curriculum influences teaching methods and strategies. Abstract curriculum requires more group work, while skill subjects are ideal for individual continuous progress. In general, this computer system of record-keeping maximizes the number of electives and gives the student more control in the sequence in which modules may be taken. When it is considered expedient to start a "mod" in a group situation, computer cards are accumulated until a group of students is ready to begin. In this way, class size and teacher load can be controlled through the availability of computer cards.

MATERIALS DEVELOPED: The Hood River Valley High School Continuous Progress Career Cluster Curriculum describes the philosophy, includes modules, and includes an explanation of how the continuous progress curriculum works. It was written by the American Institutes for Research. The explanation is written in the case-study mode.

PROJECT BACKGROUND: Briefly, the student's entry into the 10-12 high school begins with planning at the ninth-grade level--planning which is based upon a battery of tests to diagnose his skills and interests. During this ninth year, there are also two parent conferences involved in the process of the student's selection of a career cluster which fits his strengths as well as his preferences. The student's "guide", his teacher-advisor who will be his guide throughout his three years at the high school, depends upon the area of interest chosen by the student. That is, if the student is intent upon a business cluster, the advisor would be in the business field.

The training of the teacher "guides" in classroom-guidance techniques and in the handling of the daily demand scheduling system has taken place over a three-year inservice and training program underwritten by the Hood River School District. This prior planning and inservice were critical elements to the implementation of the daily demand scheduling system.

FOR FURTHER INFORMATION, CONTACT:

Charles S. Bowe, Principal
Hood River Valley High School
Route 5, Box 2770
Hood River, Oregon 97031

PROMISING PRACTICE: Meeting Individual Needs in Clusters Through Competency Based Learning Modules

Klamath Union High School District II

GROUPS INVOLVED:
Students, grades 11-12
Teachers

PURPOSE:
Staff development

EMPHASIS:
Electronics
Food service
Metals
Mathematics

GROUP SIZE:
66 students/year
7 staff/year

ENVIRONMENT:
Urban school district
Low income

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
Staff Time: 45 hours, evening
DCE Class: total 75 hours per staff member

MATERIALS DEVELOPED:
None available for distribution

EVALUATION:
Classroom and laboratory tested
Third party
No student performance data

To allow for individual student aptitudes, staff members of Klamath Union High School District II planned and developed individualized learning packages which are competency based. These packages are for high school students in three clusters: food service, metals, and electronics. The electronics instructor uses these packages about one-half of the time for both basic and supplemental subject matter. They are used for theory, as well as for laboratory problems. These competency-based modules are prescribed by the instructor at the beginning of the nine-week period on an individual basis. Each student contracts for his grade. The course is on an open-entry basis. The more capable student can progress at his own rate. This approach gives the instructor more time to assist students who require such assistance. "The student moves into the course more quickly, more work is covered, and the coverage is better."

MATERIALS DEVELOPED: Individual learning modules were developed for food service, metals, and electronics. The modules contain the title of the assignment, purpose, objectives, learning activities, references, and a self-test. No materials are available.

PROJECT BACKGROUND: In 1973, several staff members, including the three clusters, English, mathematics, and science, were concerned about accountability in the learning of their students. Staff looked at alternative, more efficient, and less costly educational delivery systems. Through a DCE course given in the fall, the seven staff members received information needed about the concept of individualized learning and the teacher's role in this educational process. The components of the individual system adapted by the teachers includes: (1) self-paced instruction, (2) giving students credit for what they already know, and (3) providing more than one method for each student to learn a given skill, with emphasis upon mastery rather than completing the lesson.

The materials developed during the project are still being used in the electronics and food service clusters. Visitors to observe these programs are welcome.

FOR FURTHER INFORMATION, CONTACT:

Harry Crosby, Career Education
Klamath Union High School District II
Monclaire Street
Klamath Falls, Oregon 97601

PROMISING PRACTICE: Starting the Career Education Program on a Limited Budget Where Students Build the Facility

Paisley Public School District #2

GROUPS INVOLVED:
Students, grades 11-12
Teacher

PURPOSE:
Career clusters

EMPHASIS:
Vocational education
Economically disadvantaged
Community resources
Work experience

GROUP SIZE:
33 students/year
1 teacher/year

ENVIRONMENT:
Small rural school district

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
Consultants: IED, ODE, Ranger District of U.S. Forest Department, Advisory Committee.

MATERIALS DEVELOPED:
Guide Operation Bootstrap
Limited distribution

EVALUATION:
Laboratory and classroom tested
No student performance data

Paisley initiated its building construction skills program by reversing the traditional pattern because the district did not have a building in which to conduct career education classes. Paisley planned that the students would first construct the building before formal classes were held.

The program director's approach was a unique "tool in hand" class. Here the student was shown how to execute a given process, received clear instructions, and then performed the job. He experienced either success or the immediate realization of error. If needed, he corrected his mistake immediately.

MATERIALS DEVELOPED: The guide, Operation Bootstrap, in addition to relating the step-by-step progress, also includes pictures of the various operations.

PROJECT BACKGROUND: In 1971, Paisley was faced with the two-fold problem of: (1) implementing a career education program, and (2) providing physical plant in which to house it. Paisley's innovative approach was to do both simultaneously! Have the students construct the facility which would house the program!

FOR FURTHER INFORMATION, CONTACT:

Maitland Goodman, Principal
Paisley High School
Paisley, Oregon 97636

PROMISING PRACTICE: Improving Career Education Programming Through A School-Based Applied Research Model

Portland Public Schools, Area II

GROUPS INVOLVED:
- Teachers, high school
- Research personnel
- Students, high school

PURPOSE:
- Program planning

EMPHASIS:
- Applied research
- Staff development
- Curriculum revision

GROUP SIZE:
- Staff, 15/year
- Students, 350/year

ENVIRONMENT:
- Urban school district
- High school comprised of schools within a school

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
- Consultants
- Research personnel

STAFF TIME:
- Weekly meetings throughout the school year

MATERIALS:
- Final report

EVALUATION:
- Classroom tested
- Third party

PUBLICATIONS LIST AVAILABLE FROM:
Portland School District
P. O. Box 3107
Portland, Oregon 97208

To improve the quality of career education programming at Adams High School and to provide substantive information regarding viable methods of collecting and analyzing data related to career education offerings, research personnel and teachers developed a School-Based Applied Research Model. Rather than using applied research techniques to change or modify student behavior in some basic way, research was applied directly to programming variables in order to influence career programming change and/or modifications. The model dealt with student population characteristics such as age, sex, race, test results, grade level, credit profiles, grades, absenteeism, and cross-enrollment patterns. The model further provided for study and analysis of self-concept and program choice, student attitude toward career concepts, student perceptions of the quality of educational training, and extent of agreement between staff and students for statements of "school" style and content.

The efforts of this joint project produced both useful data and viable instrumentation. In addition, the career education staff organized a major in-building staff development workshop aimed at increasing staff's individual and collective skills in measuring affective learner growth in the classroom.

MATERIALS DEVELOPED: A final report of project activity is available through the Oregon Department of Education Resource Center. The report documents research methodology, applied research findings, and instrumentation.

PROJECT BACKGROUND: In 1974, John Adams High School initiated a project designed to test the potential of utilizing applied research techniques to facilitate the renovation of the school's career education programming. The project reflected a general concern that existing career education programs were not functioning satisfactorily. Too few students were consistently taking full advantage of the school's career education offerings.

The technical backgrounds of specialized research personnel were teamed with the philosophical and curricular specializations of Adams' career education instructors. Through this joint effort, research procedures and instrumentation were designed and tested in an effort to bring career programs into closer alignment with their potential student "clients," their clients' needs, experiences, and personal goals.

FOR FURTHER INFORMATION, CONTACT:

Verna Miller, Vice-Principal
John Adams High School
5700 Northeast 39th Street
Portland, Oregon 97211

PROMISING PRACTICE: Integrating Basic and Career Education Through Interdisciplinary and Coordinated Multidisciplinary Curriculum Units

Portland Public Schools, Area III

GROUPS INVOLVED:
Teachers, cluster and basic education, high school

PURPOSE:
Staff development

EMPHASIS:
Interdisciplinary
Individualized
Educationally disadvantaged
Basic education
Vocational education
Competency-base
Coordinated multidisciplinary

GROUP SIZE:
10 staff/year

ENVIRONMENT:
Large school district
Urban area
Alternative school

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
Staff Time: 11½ days inservice during summer. Continuous inservice throughout school year.

MATERIALS DEVELOPED:
Job sheets for interdisciplinary competency units

EVALUATION:
Classroom and laboratory tested
Third party

PUBLICATIONS LIST AVAILABLE FROM:
Portland School District
Vocational Village
5040 Southeast Milwaukie Ave.
Portland, Oregon 97202

To merge the skills in basic education with those of vocational education, faculty and administration at the Vocational Village developed an interdisciplinary curriculum. The focus was on development and use of Interdisciplinary Curriculum Units (ICU's) and Coordinated Multidisciplinary Curriculum Units (CMCCU's) consisting of performance-based Job Sheets.

A Job Sheet prescribes a unit of work, a task, to be completed by the individual student. It is a "bite size" amount of curriculum that a student can complete in an hour. Written for both vocational and basic education courses, the Job Sheets are sequenced into competencies. Coordinated Multidisciplinary Curriculum Units are the combination of required basic education ICU's at the same time the student is studying each career unit.

MATERIALS DEVELOPED: Job Sheets for Interdisciplinary Competency Units (ICU's)

Auto Mechanics	- English-Reading-Math-Social Studies
Office Occupations	- Mathematics
Refrigeration	- Reading-Math
Sheet Metal	- Mathematics
Health Education	- Science

These materials are available from the district for a nominal fee.

PROJECT BACKGROUND: The Vocational Village "Interdisciplinary Basic and Career Education Program Project" attempted to help educationally disadvantaged students to achieve a minimum performance in the basic skills by using an interdisciplinary approach that combines career and basic education into a cohesive and cogent program.

An on-going professional growth program was initiated to promote an understanding and development of individualized interdisciplinary competency units. Staff members organized into several interdisciplinary committees, consisting of instructors from both basic and vocational education programs. Activities sought to develop staff expertise in the fundamentals of competency identification, task listing, task detailing, behavioral objective statements, and job sheet construction.

Basic education instructors and vocational instructors established daily, weekly, and biweekly meetings to solicit the necessary input for their individual interdisciplinary and the coordinated multidisciplinary units. The results of these meetings and samples of their work were shared with each staff member at regular inservice meetings.

FOR FURTHER INFORMATION, CONTACT:

Lester Weber
Vocational Village
5040 Southeast Milwaukie Avenue
Portland, Oregon 97202

PROMISING PRACTICE: A Cooperative Media Approach for Teaching Students with Limited Basic Skills

Siuslaw School District #97J
Mapleton School District #32
Camp Florence
Lane Community College

GROUPS INVOLVED:
- Students, grades 10-12
- Teacher, cluster
- Media technician

PURPOSE:
- Curricula development

EMPHASIS:
- Mechanics laboratory
- Media
- Interdisciplinary
- Community resources

GROUP SIZE:
- 14 students/year
- 2 staff/year

ENVIRONMENT:
- Rural

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
- Mobile video lab
- Media technician
- Video tape recorder
- Lyceum monitors
- Portable camera and view finder
- Microphone mixer

MATERIALS DEVELOPED:
- Single-concept tapes

EVALUATION:
- Self-evaluation
- Classroom tested
- No student performance data

INFORMATION REGARDING THE AVAILABILITY OF MEDIA MATERIALS IS AVAILABLE THROUGH THE DIVISION OF LEARNING RESOURCES AT LANE COMMUNITY COLLEGE

Single-concept tapes, illustrating operations and tasks performed in a mechanics program, were developed for the use of students identified as possessing low basic skills, particularly low reading skills. The program utilized an instructional methodology which featured, in addition to the single-concept tapes, other non-reading materials such as film, slide cassettes, and overhead projector transparencies. In addition to the single-concept films produced for use by the students, films were made of the students performing assignments so they could do self-assessments to improve their performance and to appraise their progress.

MATERIALS DEVELOPED: Single-concept tapes.

PROJECT BACKGROUND: Students who were identified as possessing low basic skills in such areas as reading, spelling, and mathematics were bused from two small high schools to a third high school, which provided needed laboratory facilities in which to hold a mechanics laboratory program. The Lane Community College provided a qualified instructor, a mobile media laboratory, and a media technician.

Although the program, as originally funded, is no longer in operation, additional single-concept and other media materials have been developed by the college in such subject areas as: business, mathematics, health, physical education, home economics, language arts, mass communications, mechanics, nursing, paradental, science, social science, student health services, welding, and others. Some of these materials were designed to be used on the secondary level, and others for the post-secondary programs. These materials are available through the Division of Learning Resources at Lane Community College.

FOR FURTHER INFORMATION, CONTACT:

Alfred E. Owen
Lane Community College Skill Center
3149 Oak Street
Florence, Oregon 97439

PROMISING PRACTICE: Infusing Communication Skills into a Vocational Program

West Linn High School

GROUPS INVOLVED:
Students, grades 10-12
Teachers

PURPOSE:
Basic communication skills

EMPHASIS:
Drafting
Metals
Auto mechanics
Electronics
English
Reading
Interdisciplinary

GROUP SIZE:
200 students/year
6 faculty/year

ENVIRONMENT:
Suburban high school

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
Staff Time: 614 hours
1 half-time English teacher
1 director, 48 hours
1 co-director, 20 hours

MATERIALS DEVELOPED:
Communication Skills Program for Vocational Students

EVALUATION:
No student performance data

Students enrolled in vocational programs fulfill a portion of their English requirement by completing job sheets related to work done in the occupational field they are studying. Students learn skills in reading, correspondence, reference, technical terminology, symbols, abbreviations, and spelling as well as job-hunting skills. Students keep their own records, which are verified by the English instructors who utilize pre- and post-tests to assess the effectiveness of individualized instruction methods.

MATERIALS DEVELOPED: Communication Skills Program for Vocational Students is a self-contained, 18-week English course utilizing job sheets simulating actual employment conditions for students in each of the four vocational programs.

PROJECT BACKGROUND: In the spring of 1970, language arts and vocational industrial teachers met to identify communication skills for students in drafting, mechanics, metals, and electronics. Language arts teachers developed materials that would enable students to learn communications skills, using content of the related occupation. The intent of the project was to inter-relate communication skills with vocational education.

FOR FURTHER INFORMATION, CONTACT:

B. J. Canon
English Department Head
West Linn High School
West A Street
West Linn, Oregon 97068

SEE ALSO

Facilitating Career Education in Isolated Communities Through a Six-County Consortium . . A4

Developing a Total Career Program, 1-12 . . . . . A5

Facilitating Articulation of Career Education Through a Local Attendance Area Planning System A8

Contracting Educational Programs/ A Rationale for Public School and Community College Cooperation E2

Infusing Foreign Language into a Career Education Program E4

Utilizing Computers to Help Students Determine Career Interests E5

Integrating Work Habits and Attitudes with Basic Skills Offerings E6

Using Video-Taped Interviews of Music Related Careers as 7-12 Career Education Resources E10

Contracting Educational Services to Provide Extended Services to Isolated Areas E13

Instruction in the Effective Use of Community Resources, Utilizing a Specially Produced Film S5

SECTION S
CAREER SPECIALIZATION

PROMISING PRACTICE: Identification of Basic Physics Concepts in Occupational Curriculum

Lane Community College

GROUPS INVOLVED:
- Occupational instructors
- Physics instructors

PURPOSE:
- Staff development

EMPHASIS:
- Curriculum development
- Articulation
- Basic physics
- Auto mechanics
- Diesel mechanics
- Airplane mechanics
- Machine shop
- Construction
- Welding
- Appliance, radio, and TV repair
- Electronics

GROUP SIZE:
- 12 physics instructors
- 11 occupational instructors per workshop

ENVIRONMENT:
- Suburban community college

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
- 22 community colleges
- 5 day workshops
- 1 ODE consultant
- 3 outside evaluators

MATERIALS DEVELOPED:
- "Occupational-Concept Matrix and Instructional Objectives for Occupational Physics"

EVALUATION:
- Third party

Community college students at Lane and other Oregon community colleges, who are majoring in occupational programs, receive physics instruction that is relevant to their occupational needs. Students see the relevancy between basic physics concepts and occupational skills on a matrix or chart. In addition, students learn basic physics concepts by using individualized instruction packets related to their occupational program. Physics instructors and students can identify which physics concepts are most applicable to various occupations by referring to the Occupation-Concepts matrix. Numerical entries in the matrix rank each physics concept as to its applicability in a particular occupation. The ranks represent a consensus of ten physics instructors after extensive articulation with 16 occupational instructors. The instructional objectives and performance indicators can be used by physics instructors for planning and implementing curriculum, evaluation, and for developing individualized instructional programs.

MATERIALS DEVELOPED: "Occupational-Concept Matrix and Instructional Objectives for Occupational Physics", a manual containing 60 general instructional objectives and 420 sample performance indicators, intended for use by instructors teaching physics to occupational students.

PROJECT BACKGROUND: Annually, approximately 40,000 students enroll in occupational programs in Oregon community colleges and Oregon Institute of Technology. Many of these students take basic physics as a required or elective course. Frequently, the student fails to recognize how general physics principles apply in his vocational field, and vocational physics instructors seldom have knowledge regarding application of physics concepts to the various trades and vocations. Therefore, the need for this type of articulation project is evident.

FOR FURTHER INFORMATION, CONTACT:

Resource Center
Oregon Department of Education
942 Lancaster Drive, Northeast
Salem, Oregon 97310

5/76

PROMISING PRACTICE: Improving Instruction Through Improved Managerial Procedures

Lane Community College

GROUPS INVOLVED:
- Faculty
- Administration
- Community college

PURPOSE:
- Managerial development

EMPHASIS:
- Managerial model
- Open-entry/open-exit
- Self-paced, individualized instruction

GROUP SIZE:
- 7 staff/year

ENVIRONMENT:
- Large community college
- Urban area

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
- ODE, OSU specialists
- Employment Service personnel
- IED
- Administrators: year-long inservice

MATERIALS DEVELOPED:
- Source Book

EVALUATION:
- Third party

In an effort to improve instruction in innovative areas, faculty and administrators developed a management model. The model contains policy, strategy, and tactics for school administrators which encourages the development, refinement, and continuance of open-entry/open-exit approaches to individualized instruction. The ultimate goal was to provide decision-makers with a set of procedures that would enable them to facilitate innovation in the classroom.

MATERIALS DEVELOPED: The unique and specific characteristics of the model have been documented in a Source Book. The Source Book contains managerial guidelines, records management, student placement, and program evaluation. Additional sections deal with registration options, scheduling methods, and roles of administrators and instructors. Decision-making criteria are also identified.

PROJECT BACKGROUND: In July of 1974, faculty and administration began developing a set of procedures to enhance the management of new and innovative instructional methods being used in the Business Department of Lane Community College. Special emphasis was placed upon developing new managerial strategies that facilitate open-entry/open-exit, learning-package oriented programs. Seminars were held to bring about a change in management philosophy. As a result, administrators encouraged instructors to try new and varied instructional methods. The strategy recognized that some innovations would succeed, others would fail, and still others would need continuous revision. Instructors were thus encouraged to experiment without fear of administrative reprimand.

FOR FURTHER INFORMATION, CONTACT:

John W. Kreitz
Chairman, Business Department
Lane Community College
P. O. Box 1-E
Eugene, Oregon 97401

PROMISING PRACTICE: Operation of an Open-Entry/Open-Exit Off-Campus Business Program

Lane Community College Skill Center

GROUPS INVOLVED:
Students
Teacher

PURPOSE:
Off-campus, open-entry/open-exit business program

EMPHASIS:
Curricular change

GROUP SIZE:
35 students/term
1 teacher/year

ENVIRONMENT:
Urban

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
AVT carrels
Industrial time clock
Consultants: ODE, LCC Cooperative Work Experience Coordinator

MATERIALS DEVELOPED:
None available

EVALUATION:
Classroom tested
No student performance data available

At the Florence site, business students are assessed at entry into the program to determine acquired knowledge and manual skills so review and repetition of previously acquired learning is eliminated. All learning in the program is new learning. Based upon the assessment, a program is prescribed and students are placed at whatever level they demonstrate they are. Some students in the program elect to work in a formal, live office situation where production work for the Area Center and outside service or non-profit organizations parallels and replaces kit, workbook, text, and classroom curricular material. Those individuals who choose to work in a classroom laboratory format are self-programmed and work independently, but they do not participate in the live office program. Group instruction is limited to Personal Dynamics, which meets regularly for role-playing, problem-solving, human relations in the office, and job search. As a general rule, not more than two students are at the same plateau of progress at a given time.

MATERIALS DEVELOPED: None available.

PROJECT BACKGROUND: To offer a program to the one-fourth of the Lane County population which does not live close enough to the campus to attend on-campus classes regularly, Lane Community College offers an instructional delivery system which provides instruction at a site near the potential student's place of residence. The educational setting of this program in Florence some five years ago was in one room of the Siuslaw Junior High School--a former conference room. The room was divided into two sections: (1) the classroom laboratory area with AVT carrels, a six-position study carrel, and typing-business machine stations; and (2) the live office area, equipped with four secretarial desks with typewriter returns. The workroom was utilized as multipurpose and served alternately as an instructional TV room where shorthand students were individually programmed, as a reproduction area equipped with Rex Rotary Press, Multilith, and collating equipment, and finally as a cloakroom and coffee-break area. The Area Coordinator's office space and that of his secretary was utilized in the Live Office project. Although the program has since moved to new quarters, providing additional space, it retains the framework of the live office situation and minimizes the classroom aspect.

FOR FURTHER INFORMATION, CONTACT:

Jean Spriggs, Instructor
Lane Community College Skill Center
3149 Oak Street
Florence, Oregon 97439

PROMISING PRACTICE: Instruction in the Effective Use of Community Resources, Utilizing a Specially Produced Film

Multnomah County IED

GROUPS INVOLVED:
- IED career education coordinator
- IED film crew

PURPOSE:
- Staff development
- Community resource personnel development

EMPHASIS:
- Community resources
- Career development
- Inservice

GROUP SIZE:
- Not limited

ENVIRONMENT:
- Urban intermediate education district

RESOURCES USED:
- Media laboratory

MATERIALS DEVELOPED:
- Film entitled "Today's Community and the School"

EVALUATION:
- Third party
- No user's guide

The 16mm color film depicts a variety of ways that teachers and other educational staff can use community resources. All career education regional coordinators have been instructed in the use of the film for inservice situations. No supplementary inservice materials accompany the film.

MATERIALS DEVELOPED: A 16mm color film entitled "Today's Community and the School" assists teachers in deciding when to use community resources, which ones to use, how to use them, and most important, why to use them.

PROJECT BACKGROUND: One of the critical components of the comprehensive career education concept is the extensive utilization of non-school resources. Planned programs for adding the massive resources of skilled personnel from community agencies, businesses, and industries are integral parts of almost every successful career education program now operating in the United States.

Utilization of people, facilities, and materials available as resources is not new to education. Most teachers find valuable help available to them from among these resources as they plan and organize learning activities for their students.

FOR FURTHER INFORMATION, CONTACT:

Resource Center
State Department of Education
942 Lancaster Drive, Northeast
Salem, Oregon 97310

SEE ALSO

Facilitating Career Education in Isolated Communities Through a Six-County Consortiu . . A4

Contracting Educational Programs/ A Rationale for Public School and Community College Cooperation E2

Contracting Educational Services to Provide Extended Services to Isolated Areas E13

Introduction to Diverse Occupational Fields Through Participation in a Community College/High School Articulation Program. P2

Publicizing Careers Information Through Competitive Skill Events. P3

A Cooperative Media Approach for Teaching Students with Limited Basic Skills. P10

GLOSSARY

For the purposes of this Handbook, the following terms will be defined as:

ARTICULATION: Effort to design education programs so each complements the other. Therefore, students are able to pursue goals with a minimum of wasted time and effort.

BASIC EDUCATION: Basic education programs help students develop skills, knowledge, and attitudes in the basic subjects of reading, writing, computing, music, science, language, physical education, mathematics, health, and traffic safety. These programs lay the foundation for successful schooling by helping students develop their abilities to communicate, compute, and solve problems effectively. In addition, basic education programs provide opportunities for students to learn to apply their skills and knowledge in the various life roles.

BASIC SKILLS: The ability to listen, speak, read, write, and to compute mathematically.

CAREER AWARENESS: Career Awareness in grades kindergarten through six promotes learning about careers and the changing world of work. Students are encouraged to recognize the relationship of careers to the life roles of family, citizen, and avocational interests. Through career awareness, students will: (a) gain knowledge of many occupational careers available, (b) develop awareness of self in relation to occupational areas, (c) develop wholesome attitudes toward work and society, (d) learn to respect and appreciate workers in all fields, (e) make some tentative choices of career clusters to explore during middle school years.

CAREER CLUSTER: A "cluster" is a group of occupations that have similar skills and knowledge.

CAREER DEVELOPMENT: An area in which each student must acquire certain competencies to survive and advance in any career. Career development includes learning: (a) good work habits, (b) positive attitudes toward work, (c) ability to maintain good interpersonal relationships, (d) ability to make appropriate career decisions, (e) entry-level skills for chosen career fields.

CAREER EDUCATION: Career education is an integral part of the total educational program. It embraces the idea that each person functions in several roles in his or her lifetime. Career education focuses on the economic, or producer role, providing awareness, exploration, preparation, and specialization in this and other life roles.

CAREER EXPLORATION: Career Exploration in junior high school (grades seven through ten) encourages students to explore the world of work and to experience activities related to specific careers. By 1978, these programs should be available to all students, grades seven through ten. Through career exploration, students will: (a) determine interests, abilities, and aptitudes; (b) explore and try some of the key occupational areas; (c) become familiar with occupational career "clusters" or "families" of occupations; (d) develop an awareness of the processes involved in decision-making; (e) make meaningful decisions; and (f) make a tentative career choice and a plan for further study.

CAREER PREPARATION: Career Preparation is for students who have reached the eleventh and twelfth grades. It focuses their efforts on a career cluster area. Students identify an occupational cluster which appears promising for them and begin to prepare for their chosen career area. Through career preparation, students will: (a) apply high school experience to solve daily problems, (b) develop leadership skills through participation in a vocational youth organization, (c) develop acceptable job attitudes, (d) participate in a work experience program, (e) develop skills and knowledge for either entry-level employment or advanced occupational training.

CAREER SPECIALIZATION: Career Specialization enables students in community colleges to build on a high school cluster, to acquire the specialized skills required for a specific job, or to assume a job immediately. Apprenticeships, four-year colleges, and private schools are alternatives. These programs are directly related to the high school cluster programs. Through career specialization, students will: (a) form suitable employer-employee relationships, (b) learn skills for retraining or upgrading, (c) develop specific occupational knowledge and preparation for a specialized job area.

COMMUNITY RESOURCES: People, agencies, and institutions found within the immediate environment.

COOPERATIVE WORK EXPERIENCE: Work experience activities for students in identified secondary vocational programs, related to the students' career interests and inschool vocational studies.

CRUISE: A series of courses designed to facilitate student exploration of various occupational areas.

DCE: Division of Continuing Education.

ENVIRONMENT: The conditions or influences under which a Promising Practice was developed and/or implemented.

FIELD TEST: Materials and procedures developed during the project were tried with the intended population in the intended environment.

GROUP SIZE: The number of persons involved in the development and/or implementation of a Promising Practice.

GUIDANCE: A comprehensive and developmental educational program responsible for assisting all individuals in developing positive self-concepts; effective human relationships; decision-making competencies; understanding of current and potential life roles, settings, and events; and placement competencies to aid them in the transition from one setting to another.

IED: Intermediate Education District.

INTERDISCIPLINARY: Instruction that draws upon the principles and findings of two or more instructional programs or disciplines. Interprogram studies are implemented by units of study or teaching emphasis within established instructional programs, and focus upon some contemporary area of concern (e.g., the envirnoment, intergroup human relations, or concumer problems).

LIFE ROLES:
(a) Lifelong learner.
(b) Citizen.
(c) Family member.
(d) Consumer.
(e) Individual.
(f) Producer.

ODE: Oregon Department of Education.

OEO:	Office of Economic Opportunity.
OSU:	Oregon State University.
PRIMARY EVIDENCE:	Valid information on student and/or staff performance that supports the objectives or claims made on the Promising Practice.
PSU:	Portland State University.
PUBLIC LAW 90-576 PARTS C AND D:	Vocational Education Amendments of 1968 develop, maintain, extend, and improve programs of vocational education and assure their availability to all who need them. Part C: Research, develop, and evaluate experimental, developmental, or pilot projects. Part D: Stimulate, develop, and disseminate new and more effective approaches to providing vocational instruction.
PROMISING PRACTICE:	A Promising Practice is a process and/or materials that address a significant educational need. It is effective as proven by primary or secondary evidence and can be adopted by many agencies because it can be communicated through: (a) documentation, (b) knowledgeable contact person(s), and/or (c) can be observed in operation.
SECONDARY EVIDENCE:	The methodology (procedures, needs assessment, etc.) used to develop the promising practice was valid. Although the soundness of the developmental process does not guarantee the production of effective and efficient practices, it increases the probability of being able to do so.
STAFF INSERVICE:	Activities that allow staff to maintain pace with changes in society.
SUTOE:	Self Understanding Through Occupational Exploration.
THIRD PARTY EVALUATION:	A process conducted by an independent, outside investigator(s) that measures whether the predetermined objectives of the project or program are being met.
U of O:	University of Oregon.
VOCATIONAL EDUCATION:	Vocational education is education in which the primary aim is to prepare individuals for gainful employment in initial, entry-level jobs, more advanced jobs, or for other post-secondary alternatives, including apprenticeship or on-the-job training or additional education in an occupational area.

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